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Using *Phonics/Word Study* Intervention

Purpose and Use

Treasures provides a set of strategic intervention materials, one set for each of the key technical skill domains of beginning reading (phonemic awareness and phonological awareness, phonics and decoding, oral reading fluency, vocabulary, and reading comprehension skills) plus writing and grammar. Each set of materials contains over ninety 15-minute lessons. These lessons

- focus on children in Kindergarten through Grade 2 who need reteaching and practice in one or more of the technical skill domains (e.g., phonics);
- provide explicit, sequential, and systematic needs-based instruction of standards taught in the target grade or previous grade that have not been mastered by children;
- connect to the basic program and key instructional routines there;
- are designed for efficient and effective use in tutorials or small groups;
- can be administered by a teacher or teacher's aide but are also great for after-school programs and one-on-one tutoring sessions;
- contain a periodic progress-monitoring review for determining attainment of skills taught after approximately every ten lessons.

Contents and Resources

Phonics/Word Study Intervention organizes instruction and practice on two-page spreads for ease of use. A short, 15-minute lesson provides targeted instruction in a discrete skill. A Practice Reproducible provides targeted practice for that skill.

LESSON
70
Phonics

Long e (e, ea, ee)
TEACH/MODEL
Sound-Spelling Card Display the Tree Sound-Spelling Card. Say: This is the Tree Sound-Spelling Card. The sound is /e/. What is the sound? (Wait for choral response.) Say it with me again: /e/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: The /e/ sound can be spelled with the letter e as in bed, the letters ea as in read, and the letters ee as in seed. Write each word on the board, and underline the long e spelling. Point to the spelling and ask children to chorally say the sound. Say: Now you write each spelling on your **Wordboards** ten times. Say the sound /e/ as you write each spelling. Explain that the letters e sometimes make a shorter sound, as in bread. Remind children they need to sound out each word to make sure they're using the correct sounds. Tell them all of the e words in today's lesson have the /e/ sound.
Blend Words Write mean on the board. Model blending sound by sound. Say: This is the letter m. It stands for /m/. Say it with me: /mmm/. This is the long e spelling as it stands for /e/. Say it with me: /e/. Let's put these two sounds together. Listen: /mmm/ /e/. Stretch the sounds as you blend. Now you try. Say it with me: /mmm/ /e/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put all the sounds together. Listen: /mmm/ /e/ /nn/. Stretch the sounds as you say the word. The word is mean. Now you try. Say it with me: /mmm/ /e/ /nn/. mean. Continue by modeling how to blend the words me, seed, seat, and she.

PRACTICE/APPLY
Practice Reproducible Distribute copies of Practice Reproducible PH70. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the *Instructional Routine Handbook*.
Build Words Use **Word-Building Cards** to build the word beam. Help children read the word. Then change, add, or delete one letter to form the following words: beat, seat, eat, set, net, head, head, seat, read, red, bed, bead, beat, bet. Have children read each new word formed.

English Learners
Transfer Skills In some languages, such as Cantonese and Korean, there is no direct sound transfer for /e/. Use the **Sound Presentation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /e/.

Differentiated Practice
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the *Treasures Teacher's Edition Online* and *TeacherWorks Plus CD-ROM*.

Name _____ Date _____

Long e (e, ea, ee)
Read Words
red read bad bead main mean
he be me we she sheep
see seed need meet feet green
eat heat meat seat neat leaf
seal stay pea pain rain train

I see a green leaf.
She sat in her seat.
I like to eat green beans.
The sea is very deep.

Write Words
_eat _ean _e
_eat _ean _ee
_eat _ead _eet
_eat _ead _eet

140 Phonics/Word Study Intervention: Lesson 7

Practice Reproducible 141

Sample Lesson

Additional materials used with the instruction in the *Phonics/Word Study Intervention* include:

- *Reading Triumphs Intervention Anthology* and *Intervention Readers* provide little books and readers for decodable, connected text readings.
- Sound-Spelling Cards introduce new phonics skills.
- Word-Building Cards reinforce and extend phonics skills.



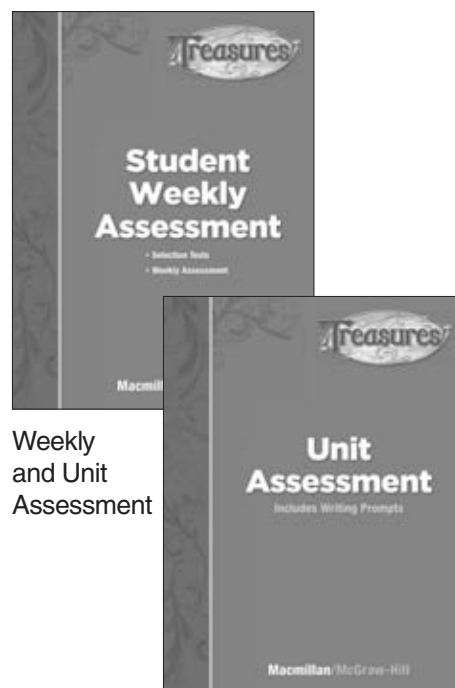
Intervention Anthologies and Sound-Spelling Cards

Assessment

Placement To place children into the *Phonics/Word Study Intervention* scope and sequence, use the results of students performance on phonics and word study assignments and weekly and unit assessments.

Each section in *Phonics/Word Study Intervention* focuses on a small set of phonics skills. You can place children in one of the following ways:

- You can teach a discrete lesson or a discrete group of lessons as a prescription for specific skills that children have not yet mastered.
- You can provide sequential and systematic instruction over a longer period of time, perhaps as a regular part of additional instruction that you provide a group of struggling readers.



Weekly and Unit Assessment

Progress Monitoring To determine children's mastery of skills taught, use the progress-monitoring review provided at the end of each section in the guide. These reviews appear after about every ten lessons. The reviews consist of a list of real and nonsense words for children to decode. Use the results to determine which children are ready to move on and which need to repeat the sequence of lessons.

Name _____ Date _____ Practice Reproducible P160

Decoding Review

Real Words

pail	say	clay	rain	brain
be	seed	meat	feet	mean
go	gold	road	crow	toe
fly	find	mind	try	right
key	niece	happy	sleepy	we
quicker	slower	neatest	lightest	lower
sandbox	teacup	sunset	firefly	daylight
fried	cried	try	tried	trying
Rd.	Jan.	Sat.	Tues.	Oct.
women	elves	knives	children	loaves

Nonsense Words

bain	tay	fe	jeem	meap
deat	poan	fo	doat	cray
zow	tild	smv	bigh	dight
bield	dappy	mey	daster	slonest

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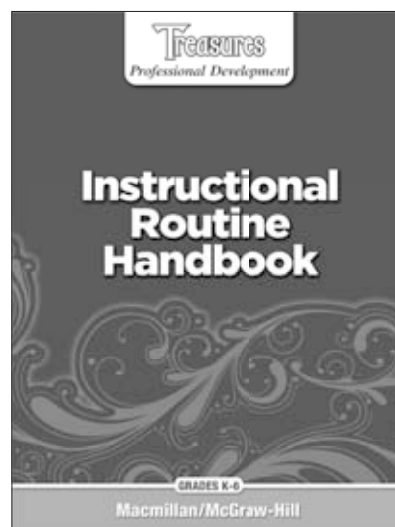
Practice Reproducible 161

Sample Review

Instructional Routines

The instructional routines used in the *Phonics/Word Study Intervention* are consistent with those used in the *Treasures* core program. See the **Instructional Routine Handbook** for details on the following routines:

- Blending
- Introducing Sound-Spelling Cards
- Letter Recognition
- Building Words
- Building Fluency
- Reading Decodables
- Reading Multisyllabic Words
- Dictation



Instructional Routine Handbook

Instructional Modifications

Many struggling readers lack the prerequisite skills to decode grade-level text or are unable to keep up with the core program's pace of instruction. These children need more time and practice to master these essential building blocks of reading. The lessons in the *Phonics/Word Study Intervention* are ideal for these children.

- English learners are other children who may require more time and instruction, due to the nontransferable sounds and spellings from their primary language.
- In addition, speakers of African American Vernacular English (AAVE) may have some articulation issues with specific sounds and require additional support.

- Throughout the lessons, information on transferable and nontransferable skills are noted. Also called out are sound-spellings that will be most problematic for English learners and speakers of AAVE.

The Connected Text section of each lesson includes references to the **Intervention Readers** and the **Intervention Anthology**, which provide practice with connected text at multiple levels. Multiple references help you match the text to each child's reading needs and will be an effective tool when repeating lessons for children needing more instruction and guided practice.

Research and Guiding Principles

Research on phonics and early decoding have shown the following:

- Phonics instruction involves the teaching of sound-spelling relationships and is essential to early reading progress.
- Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language.
- Phonics instruction leads to an understanding of the alphabetic principle (the systematic and predictable relationships between written letters and spoken sounds).
- Strong phonics instruction provides ample opportunities for children to apply what they learn through decodable connected text reading, word blending, and word building.
- Systematic, explicit phonics instruction is more effective than implicit instruction or no phonics instruction at all.
- Systematic, explicit phonics instruction significantly improves children's word recognition and spelling.
- Systematic, explicit phonics instruction significantly improves children's reading comprehension.
- Systematic, explicit phonics instruction is effective for children at various social and economic levels.
- Systematic, explicit phonics instruction is especially beneficial for children who have difficulty learning to read or who are at risk for developing future reading problems.
- Phonics instruction is most effective when introduced early.
- Phonics instruction is not an entire reading program for beginning readers. Children should also be mastering the alphabet, developing their phonemic awareness abilities, and listening to high-quality read alouds to build vocabulary, as well as reading simple texts and writing.

Skills Correlations

This chart will help you identify practice pages for skills taught in this book.

Skill	Pages where skill is taught	*
Closed Syllables	194–195, 218–219	F
Compound Words	152–153, 160–161	F, V
Consonant + <i>le</i> Syllables (Final Stable Syllables)	198–199, 218–219	F
Consonant Blends	100–101, 114–115	F
Consonant Digraphs (<i>th, sh, -ng, wh, ch, tch</i>)	104–107, 114–115	F
Diphthong /oi/ (<i>oi, oy</i>)	176–177, 192–193	F
Diphthong /ou/ (<i>ou, ow</i>)	174–175, 192–193	F
Final Blends	102–103, 114–115	F
Final <i>e</i> Syllables	202–203, 218–219	F
Inflectional Ending <i>-ed</i>	128–129, 132–133, 136–137	F, V
Inflectional Ending <i>-er, -est</i>	150–151, 160–161	F, V
Inflectional Ending <i>-ing</i>	130–133, 136–137	F, V
Inflectional Ending <i>-s, -es</i>	108–109, 114–115	F, V
<i>/</i> Blends	100–101, 114–115	F
Letter-Sound Recognition	2–89	F
Long <i>a</i> (<i>a_e</i>)	116–117, 136–137	F
Long <i>a</i> (<i>ai, ay</i>)	138–139, 160–161	F
Long <i>e</i> (<i>e, ee, ea, ie</i>)	140–141, 160–161	F
Long <i>e</i> (<i>e_e</i>)	122–123, 136–137	F
Long <i>e</i> (<i>y, ey</i>)	148–149, 160–161	F
Long <i>i</i> (<i>i, y, igh</i>)	146–147, 160–161	F
Long <i>i</i> (<i>i_e</i>)	118–119, 136–137	F
Long <i>o</i> (<i>o, oa, ow, oe</i>)	142–145, 160–161	F
Long <i>o</i> (<i>o_e</i>)	120–121, 136–137	F
Long <i>u</i> (<i>u_e</i>)	122–123, 136–137	F
Lowercase Letters	6–7, 12–81	F
Open Syllables	196–197, 218–219	F
Prefixes (<i>re-, un-, dis-</i>)	184–185, 192–193	F, V

* Practice for these skills can also be found in the Teacher's Edition for:

C = Comprehension Intervention
F = Fluency Intervention
PWS = Phonics/Word Study Intervention
V = Vocabulary Intervention

Skills Correlations (continued)

Skill	Pages where skill is taught	*
<i>r</i> Blends	100–101, 114–115	F
<i>r</i> -Controlled Syllables	204–205, 218–219	F
<i>r</i> -Controlled Vowel <i>ar</i>	164–165, 192–193	F
<i>r</i> -Controlled Vowel <i>or</i>	166–167, 192–193	F
<i>r</i> -Controlled Vowels <i>air, are, ear, ore, oar, eer, ear, ere</i>	168–173, 192–193	F
<i>r</i> -Controlled Vowels <i>er, ir, ur</i>	162–163, 192–193	F
<i>s</i> Blends	100–101, 114–115	F
Short <i>a</i>	90–91, 114–115	F
Short <i>e</i>	96–97, 114–115	F
Short <i>i</i>	92–93, 114–115	F
Short <i>o</i>	94–95, 114–115	F
Short <i>u</i>	98–99, 114–115	F
Silent Letters	112–115	
Soft <i>c</i> and <i>g</i>	110–111, 114–115	
Suffixes (<i>-er, -est, -ful, -less</i>)	186–189, 192–193	F, V
Three-Letter Blends	124–125, 136–137	
Uppercase Letters	4–5, 12–81	F
Vowel Digraph / <i>ô</i> / (<i>a, au, aw</i>)	182–183, 192–193	F
Vowel Digraph / <i>û</i> / (<i>oo</i>)	178–179, 192–193	F
Vowel Digraph / <i>ü</i> / (<i>oo, ue, ou, ew</i>)	178–181, 192–193	F
Vowel Team Syllables	200–201, 218–219	F
Word Families (<i>-am, -ad, -ut, -id, -ot, -un, -et, -ox, -ix, -ed, -en, -an, -ug, -ap, -at, -in, -ip, -op, -aw, -or, -ir, -ack, -ank, -ash, -est, -ick, -ill, -ell, -ink, -ing, -ock, -uck, -ump, -unk, -ake, -ale, -ame, -ate, -ice, -ide, -ine, -oke, -ore, -ight, -ay, -ail, -ain, -eat</i>)	208–219	F, V

The Alphabet Song

TEACH/MODEL

The Alphabet Song Display **Sing, Talk, Rhyme Chart 1**. Say: *This is the ABC Chart. It shows every letter of the alphabet. Each letter has a name.* Sing “The Alphabet Song” as you point to each letter. Then name each letter in the alphabet, one at a time. Say the name of each letter, and have children repeat it. Finally, sing “The Alphabet Song” again, pointing to each letter. Have children join in as they can.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH1**. Have children write their names. Model singing the song again, pointing to each letter. Sing it again, and invite children to join in. Remind them to point to each letter as they sing. Conclude by calling out a few letters by name. Ask children to circle each letter as you call its name. Give them ample time to find each letter before calling out the name of the next one.

Letter Recognition Organize the **Word-Building Cards** in alphabetical order. Use the uppercase letter cards. Sing “The Alphabet Song,” and display each card as you sing each letter. Guide children while they do the same with a partner. Have children find and identify the letters in their names.

Name _____ Date _____

Practice
Reproducible
PH1

The Alphabet Song

Sing the Alphabet

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z



Naming Uppercase Letters

TEACH/MODEL

The Alphabet Song Display **Sing, Talk, Rhyme Chart 1**. Say: *This is the ABC Chart. It shows every letter of the alphabet. Each letter has a name.* Sing “The Alphabet Song” as you point to each letter. Then name each letter in the alphabet, one at a time. Say the name of each letter, and have children repeat it. Finally, sing “The Alphabet Song” again, pointing to each letter. Have children join in as they can.

Uppercase Letters Display **Word-Building Card A**. Say: *This is uppercase, or capital, letter A.* Model how to match Word-Building Card A with A on the poster. Display Word-Building Card B. Say: *This is uppercase letter B.* Model how to match Word-Building Card B with B on the poster. Guide children in matching the other letters.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH2**. Have children write their names. Have them circle the first letter in their names and name the letter. Then point out that the alphabet is shown in all uppercase letters. Model singing the song again, pointing to each letter. Sing it again, and invite children to join in. Remind them to point to each letter as they sing. Conclude by calling out some of the individual letters by name. Ask children to circle each letter as you call its name. Give them ample time to find each letter before calling out the name of the next one.

Letter Recognition Display Word-Building Card D, and ask children to name the letter. Then show children Word-Building Card P, and ask them to name the letter. Continue to show the cards out of alphabetical order. Give children time to name each letter, and offer support as needed. Note which letters children have difficulty recognizing, and set those cards aside to repeat later.

Name _____ Date _____

Practice
Reproducible
PH2

Naming Uppercase Letters

Name Letters

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z



Naming Lowercase Letters

TEACH/MODEL

The Alphabet Song Display **Sing, Talk, Rhyme Chart 1**. Say: *This is the ABC Chart. It shows every letter of the alphabet. Each letter has a name.* Sing “The Alphabet Song” as you point to each letter. Then name each letter in the alphabet, one at a time. Say the name of each letter, and have children repeat it. Finally, sing “The Alphabet Song” again, pointing to each letter. Have children join in as they can.

Lowercase Letters Display **Word-Building Card a**. Say: *This is lowercase, or small, letter a.* Model how to match Word-Building Card *a* with *a* on the poster. Display Word-Building Card *b*. Say: *This is lowercase letter b.* Model how to match Word-Building Card *b* with *b* on the poster. Guide children in matching the other letters.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH3**. Have children write their names. Have them circle the last letter in their names and name the letter. Model singing the song again, pointing to each letter. Sing it again, and invite children to join in. Remind them to point to each letter as they sing. Then have them circle the first letter in their names. Conclude by calling out some of the individual letters by name. Ask children to circle each letter as you call its name. Give them ample time to find each letter before calling out the name of the next one.

Letter Recognition Display Word-Building Card *e*, and ask children to name the letter. Then show children Word-Building Card *h*, and ask them to name the letter. Continue to show the cards out of alphabetical order. Give children time to name each letter, and offer support as needed. Note which letters children have difficulty recognizing, and set those cards aside to repeat later.

Name _____ Date _____

Practice
Reproducible
PH3

Naming Lowercase Letters

Name Letters

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z



Letters with Circles

TEACH/MODEL

Comparing O, o, and Q Explain that some letters are drawn with a circle. Ask children to draw a circle in the air. Then display **Word-Building Card O**. Say: *This is an uppercase O. Watch as I write an uppercase O.* [Model writing the letter in the air.] *Now you write the letter in the air. Did you make a circle?* Model writing O on the board. Repeat with Word-Building Card o. Continue with Word-Building Card Q. Compare all three letters. Discuss how you added a short line to the bottom of the circle to make a Q.

Comparing C and c, S and s Explain that some letters are drawn with half a circle. Ask children to draw half a circle in the air. Then display Word-Building Card C. Say: *This is an uppercase C. Watch as I write an uppercase C.* [Model writing the letter in the air.] *Now you write the letter in the air. Did you make half a circle?* Model writing C on the board. Have children write C on a piece of paper. Then repeat with Word-Building Card c. Compare the uppercase C and the lowercase c. Then repeat with Word-Building Card S and Word-Building Card s. Discuss how S and s are both made with two half circles.

Comparing a and e and G Display Word-Building Card a. Say: *This is a lowercase a. It is a circle with a stick added. Watch as I write a lowercase a.* [Model writing the letter in the air.] *Now you write the letter in the air.* Then repeat with Word-Building Card e. Compare lowercase a and lowercase e. Then repeat with Word-Building Card G. Compare all three letters. Discuss how you almost closed the circle to write the G and how you added a short line.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH4**. Have children practice writing each letter. Ask them to say the name of the letter as they write it.

Letter Recognition Display Word-Building Card d and Word-Building Card T. Ask children which letter is made with a circle. Repeat with Word-Building Cards O and I; with Word-Building Cards C and F; with Word-Building Cards e and y; with Word-Building Cards S and x; with Word-Building Cards G and z; and with Word-Building Cards s and K.

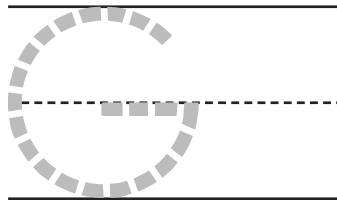
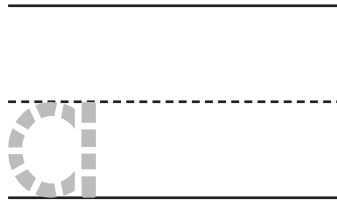
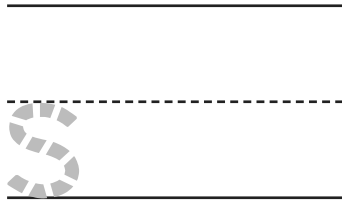
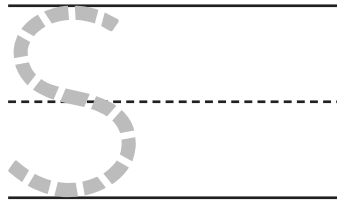
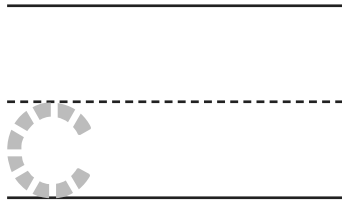
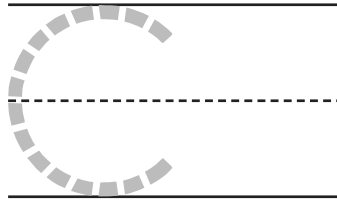
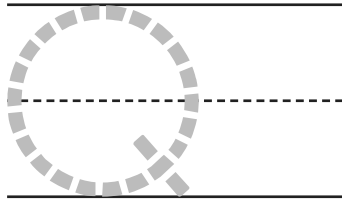
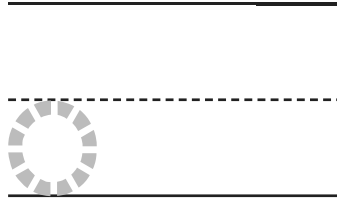
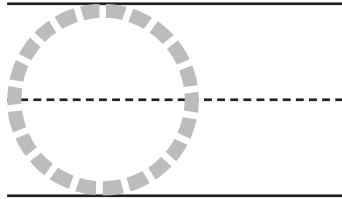
Name _____ Date _____

Practice
Reproducible
PH4



Letters with Circles

Write Letters with Circles



Letters with Sticks and Circles

TEACH/MODEL

Comparing Letters Drawn with Sticks Explain that some letters are drawn with sticks. Ask children to draw a line, or a stick, in the air. Then display **Word-Building Card T**. Say: *This is an uppercase T. Watch as I write an uppercase T.* [Model writing the letter in the air.] *Now you write the letter in the air. Did you use a stick? How many sticks did you use?* Model writing *T* on the board. Repeat with Word-Building Card *X*. Continue with Word-Building Card *Y*. Compare all three letters. Discuss similarities and differences. Then repeat with Word-Building Cards *L, I, K, H, M, N, V, W, Z*, and *A*.

Comparing Letters Drawn with Sticks and Circles Explain that some letters are drawn with sticks and circles. Display Word-Building Card *b*. Say: *This is a lowercase b. Watch as I write a lowercase b.* [Model writing the letter in the air.] *Now you write the letter in the air. Did you use a stick? Did you also use a circle?* Model writing *b* on the board. Say: *A lowercase letter b has a circle and a stick that goes above the line.* Then repeat with Word-Building Card *d*. Write *c*, then draw a stick to make *d*. Say: *You have to go through c to get to d.* Discuss similarities and differences between *b* and *d*. Then repeat with Word-Building Cards *g, P, p, q*, and *R*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH5**. Have children practice writing each letter. Ask them to say the name of the letter as they write it.

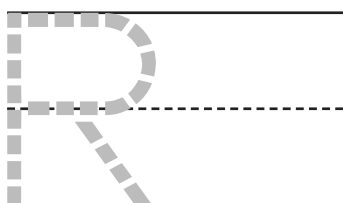
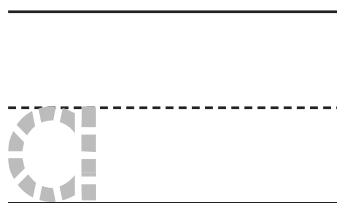
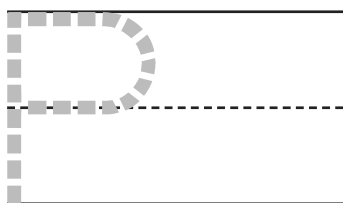
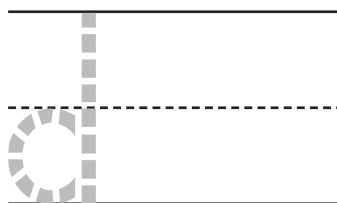
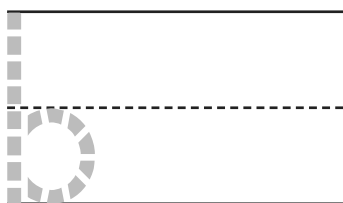
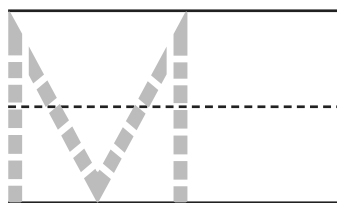
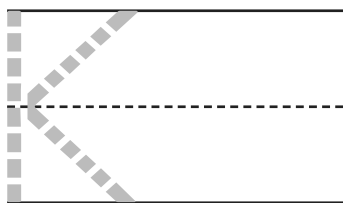
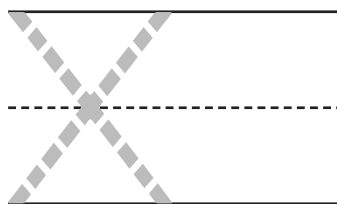
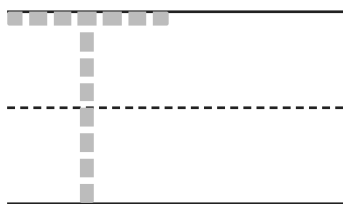
Letter Recognition Display Word-Building Card *C* and Word-Building Card *T*. Ask children which letter is made with a stick. Repeat with Word-Building Cards *O* and *I*; with Word-Building Cards *C* and *F*; with Word-Building Cards *S* and *X*; and with Word-Building Cards *s* and *K*. Then display Word-Building Card *T* and Word-Building Card *b*. Ask children which letter is made with both a stick and a circle. Repeat with Word-Building Cards *Y* and *d*; with Word-Building Cards *C* and *P*; with Word-Building Cards *S* and *q*; and with Word-Building Cards *R* and *K*.

Name _____ Date _____

Practice
Reproducible
PH5

Letters with Sticks and Circles

Write Letters with Sticks and Circles



Mm

TEACH/MODEL

Sound-Spelling Card Display the *Map Sound-Spelling Card*. Say: *This is the Map Sound-Spelling Card. The sound is /m/. What is the sound?* [Wait for choral response.] Say it with me again: /mmm/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /m/ sound is spelled with the letter m. This is the letter at the beginning of the word map. Watch as I write the letter m.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /m/ as you write the letter.

Identify Words That Begin with /m/ m Display the **Word-Building Card** for *m*. Say: *Milk begins with /m/. Therefore, milk begins with the letter m. I'll hold up the Word-Building Card for m to show that milk begins with m.* Then distribute the Word-Building Cards for *m*. Have children identify /m/ spelled *m* at the beginning of a spoken word. Say: *If you hear /m/ at the beginning of the word, hold up your card for the letter m.* Continue by saying the words *many, mouse, sick, move, map, bear, most, me, meet, mat, rake, my, tall, man, miss, and moon.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH6**.

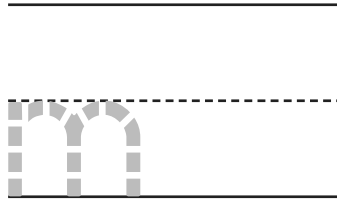
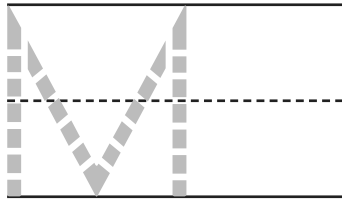
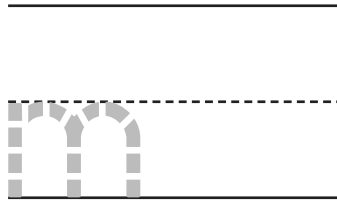
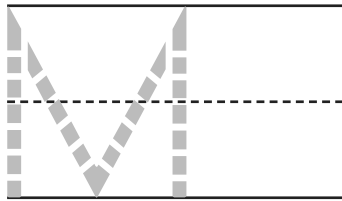
Have children write the letter as they say the /m/ sound. Make sure they say the /m/ sound each time they write the letter. Conclude by having children draw a picture of a word that begins with the /m/ sound. Help children write the word.

Name _____ Date _____

Practice
Reproducible
PH6

Mm

Write the Letter



Draw and Write

A large, empty rectangular box with a black border, intended for a child to draw a picture and write the letter 'M' or 'm'.

Aa

TEACH/MODEL

Sound-Spelling Card Display the *Apple Sound-Spelling Card*. Say: *This is the Apple Sound-Spelling Card. The sound is /a/. What is the sound?* [Wait for choral response.] Say it with me again: /aaa/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /a/ sound is spelled with the letter a. This is the letter at the beginning of the word apple. Watch as I write the letter a.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /a/ as you write the letter.

Identify Words That Begin with /a/ a Display the **Word-Building Card** for *a*. Say: *Act begins with /a/. Therefore, act begins with the letter a. I'll hold up the Word-Building Card for a to show that act begins with a.* Then distribute the Word-Building Cards for *a*. Have children identify /a/ spelled *a* at the beginning of a spoken word. Say: *If you hear /a/ at the beginning of the word, hold up your card for the letter a.* Continue by saying the words *add, am, ax, at, egg, ask, after, insect, and, on, under, Al*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH7**. Have children write the letter as they say the /a/ sound. Make sure they say the /a/ sound each time they write the letter. Conclude by having children draw a picture of a word that begins with the /a/ sound. Help children write the word.

English Learners

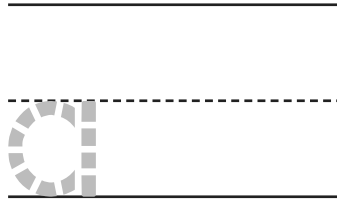
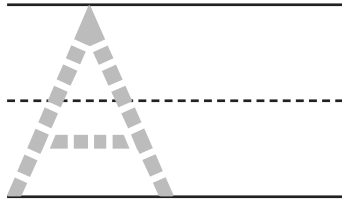
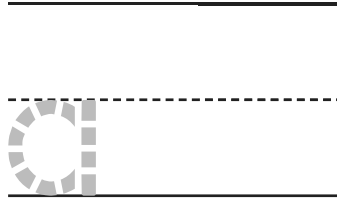
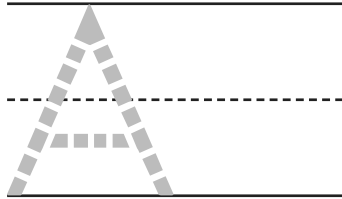
Transfer Skills In some languages, such as Spanish, Vietnamese, Cantonese, and Korean, there is no direct sound transfer for /a/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /a/.

Name _____ Date _____

Practice
Reproducible
PH7

Aa

Write the Letter



Draw and Write

A large, empty rectangular box with a black border, intended for a child to draw a picture and write a sentence related to the letter 'Aa'.

Aa Blend and Build

TEACH/MODEL

Sound-Spelling Card Display the *Apple Sound-Spelling Card*. Say: *This is the Apple Sound-Spelling Card. The sound is /a/. What is the sound?* [Wait for choral response.] Say it with me again: /aaa/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /a/ sound is spelled with the letter a. This is the letter at the beginning of the word apple. Watch as I write the letter a. [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /a/ as you write the letter.*

Blend Words Write the word *am* on the board. Model blending sound by sound. Say: *This is the letter a. It stands for /a/. Say it with me: /aaa/. This is the letter m. It stands for /m/. Say it with me: /mmm/. Now let's put the sounds together to read the word. Listen: /aaammm/, am. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /aaammm/, am.*

PRACTICE/APPLY

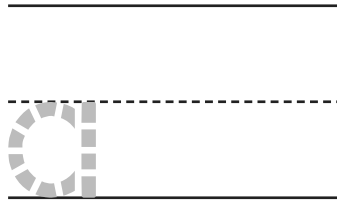
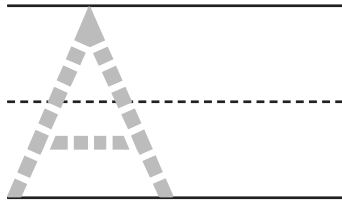
Practice Reproducible Distribute copies of **Practice Reproducible PH8**. Have children write the letter as they say the /a/ sound. Make sure they say the /a/ sound each time they write the letter. Then model blending the word *am*. Have children practice blending and writing *am*. Conclude by having children draw a picture of a word that begins with the /a/ sound. Help children write the word.

Name _____ Date _____

Practice
Reproducible
PH8

Aa Blend and Build

Write the Letter



Read and Write Word

am

_____ →



Draw and Write

A large empty rectangular box for drawing and writing.

Ss

TEACH/MODEL

Sound-Spelling Card Display the *Sun Sound-Spelling Card*. Say: *This is the Sun Sound-Spelling Card. The sound is /s/. What is the sound?* [Wait for choral response.] Say it with me again: /sss/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /s/ sound is spelled with the letter s. This is the letter at the beginning of the word sun. Watch as I write the letter s.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /s/ as you write the letter.

Blend Words Write the word *Sam* on the board. Model blending sound by sound. Say: *This is the letter s. It stands for /s/. Say it with me: /sss/. This is the letter a. It stands for /a/. Say it with me: /aaa/. This is the letter m. It stands for /m/. Say it with me: /mmm/. Now let's put the sounds together to read the word. Listen: /sssaa-amm/*, Sam. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /sssaaamm/, Sam.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH9**. Have children write the letter as they say the /s/ sound. Make sure they say the /s/ sound each time they write the letter. Then model blending the word *Sam*. Have children practice blending and writing *Sam*. Conclude by having children draw a picture of a word that begins with the /s/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Hmong, there is no direct sound transfer for /s/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the Sound-Spelling Card to model correct mouth position when pronouncing /s/.

Differentiated Practice

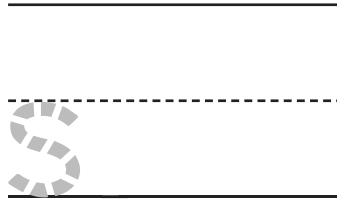
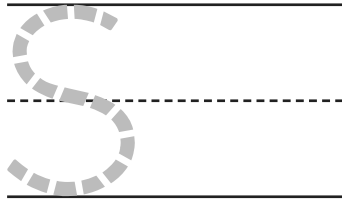
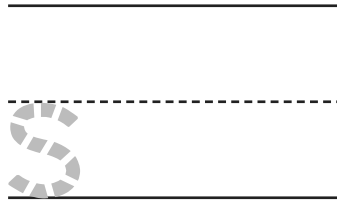
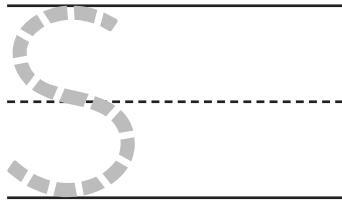
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH9

Ss

Write the Letter



Read and Write Word

Sam

_____ →



Draw and Write

Contrast *Mm* and *Ss*

TEACH/MODEL

Sound-Spelling Cards Display the *Map Sound-Spelling Card*. Say: *This is the Map Sound-Spelling Card. The sound is /m/. What is the sound?* [Wait for choral response.] Say it with me again: /mmm/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Point out how your lips are together when you say /m/.

Say: *The /m/ sound is spelled with the letter m. This is the letter at the beginning of the word map. Watch as I write the letter m.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /m/ as you write the letter.

Then display the *Sun Sound-Spelling Card*. Say: *This is the Sun Sound-Spelling Card. The sound is /s/. What is the sound?* [Wait for choral response.] Say it with me again: /sss/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Point out how your lips are apart when you say /s/. Say: *The /s/ sound is spelled with the letter s. This is the letter at the beginning of the word sun. Watch as I write the letter s.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /s/ as you write the letter.

Identify Words That Begin with M and S Distribute **Word-Building Cards** for the letters *m* and *s*. Say: *Listen carefully as I say some words. Each word begins with the /m/ sound or the /s/ sound. When I say a word, hold up the card for the beginning sound you hear in the word.* Say the following words, extending the beginning sound of each word, /mmm/ or /sss/: *map, sat, moon, mud, sun, set, marble, safe*. Then have children hold up the correct card for the ending sound they hear in each word: *ham, farm, bus, him, jam, octopus, plus, yes*. Emphasize the ending sound as you say the word.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH10**. Have children write the letters *m* and *s*, saying the /m/ sound or the /s/ sound each time they write the corresponding letter. Then model blending and writing the word *Sam*. Conclude by having children draw a picture of a word whose name begins with the /m/ or the /s/ sound. Help children write the word.

Differentiated Practice

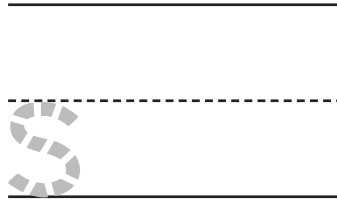
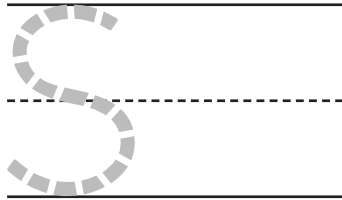
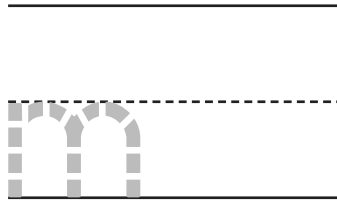
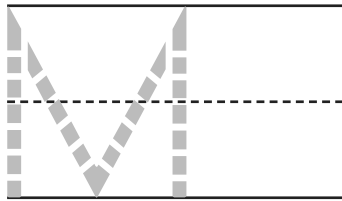
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH10

Contrast *Mm* and *Ss*

Write the Letter



Read and Write Word

Sam

_____ →



Draw and Write

Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- For the Name Letters section, explain to the child that he or she is to name each letter. You will circle all the letters read correctly.
- For the Read Words section, explain to the child that he or she is to read aloud each word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of letters and words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors.

Percentage Table			
38–42 correct	90%–100%	17–20 correct	40%–49%
34–37 correct	80%–89%	13–16 correct	30%–39%
30–33 correct	70%–79%	9–12 correct	20%–29%
25–29 correct	60%–69%	4–8 correct	10%–19%
21–24 correct	50%–59%	0–3 correct	0%–9%

Name _____ Date _____

Practice
Reproducible
PH11

Decoding Review

Name Letters

B	H	C	T	M
L	R	S	D	G
A	E	I	K	O
Z	Q	F	J	Y
f	m	x	g	y
q	z	p	j	s
v	b	I	w	n
a	d	c	h	e

Read Words

am Sam



Pp

TEACH/MODEL

Sound-Spelling Card Display the *Piano Sound-Spelling Card*. Say: *This is the Piano Sound-Spelling Card. The sound is /p/. What is the sound?* [Wait for choral response.] *Say it with me again: /p/.* Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /p/ sound is spelled with the letter p. This is the letter at the beginning of the word piano. Watch as I write the letter p.* [Model writing the letter.] *Now you write the letter in the air ten times. Say the sound /p/ as you write the letter.*

Blend Words Write the name *Pam* on the board. Model blending sound by sound. Say: *This is the letter P. It stands for /p/. Say it with me: /p/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Now let's put the sounds together. Listen: /paaa/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /paaa/. This is the letter m. It stands for /m/. Say it with me: /mmm/. Now let's put the sounds together to read the word. Listen: /paaamm/, Pam. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /paaamm/, Pam.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH12**. Have children write the letter as they say the /p/ sound. Make sure they say the /p/ sound each time they write the letter. Then model blending the name *Pam*. Have children practice blending and writing *Pam*. Conclude by having children draw a picture of a word whose name contains the /p/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Hmong, there is no direct sound transfer for /p/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /p/.

Differentiated Practice

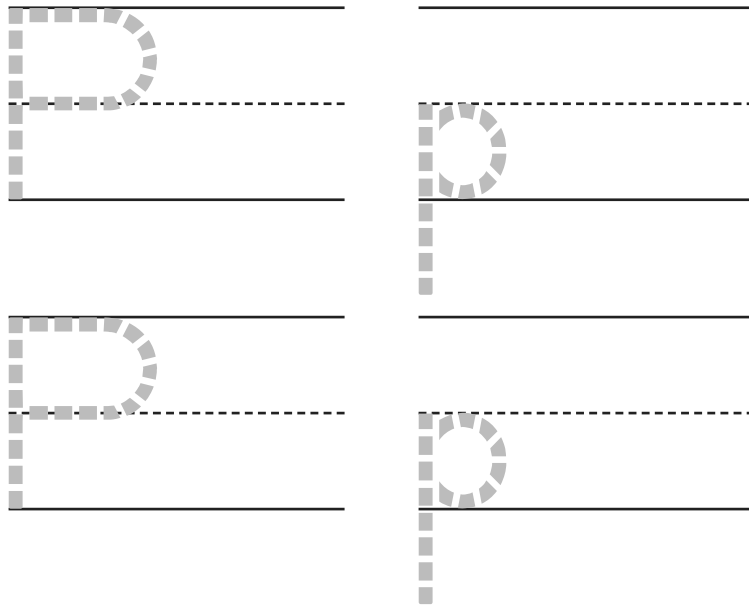
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH12

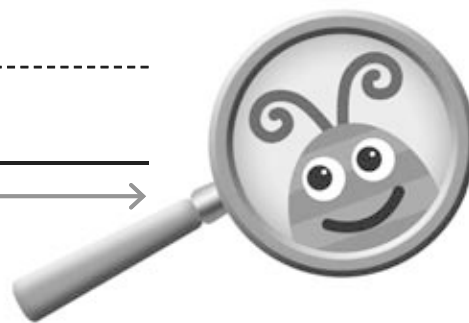
Pp

Write the Letter



Read and Write Word

Pam



Draw and Write

Tt

TEACH/MODEL

Sound-Spelling Card Display the *Turtle Sound-Spelling Card*. Say: *This is the Turtle Sound-Spelling Card. The sound is /t/. What is the sound?* [Wait for choral response.] Say it with me again: /t/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /t/ sound is spelled with the letter t. This is the letter at the beginning of the word turtle. Watch as I write the letter t.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /t/ as you write the letter.

Blend Words Write the word *tap* on the board. Model blending sound by sound. Say: *This is the letter t. It stands for /t/. Say it with me: /t/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Now let's put the sounds together. Listen: /taaa/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /taaa/. *This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /taaap/, tap.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /taaap/, tap.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH13**. Have children write the letter as they say the /t/ sound. Make sure they say the /t/ sound each time they write the letter. Then model blending the word *tap*. Have children practice blending and writing *tap*. Conclude by having children draw a picture of a word whose name contains the /t/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Vietnamese and Hmong, there is no direct sound transfer for /t/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /t/.

Differentiated Practice

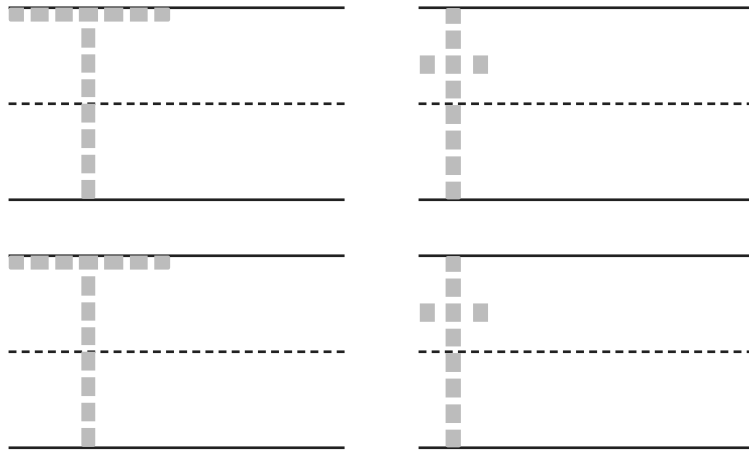
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH13

Tt

Write the Letter



Read and Write Word

tap

_____→



Draw and Write

A large, empty rectangular box with a black border, intended for a child to draw a picture and write a sentence related to the word 'tap'.

li**TEACH/MODEL**

Sound-Spelling Card Display the *Insect Sound-Spelling Card*. Say: *This is the Insect Sound-Spelling Card. The sound is /i/. What is the sound?* [Wait for choral response.] Say it with me again: /i/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /i/ sound is spelled with the letter i. This is the letter at the beginning of the word insect. Watch as I write the letter i.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /i/ as you write the letter.

Blend Words Write the word *it* on the board. Model blending sound by sound. Say: *This is the letter i. It stands for /i/. Say it with me: /i/. This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put the sounds together to read the word. Listen: /iit/, it.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /iit/, it.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH14**. Have children write the letter as they say the /i/ sound. Make sure they say the /i/ sound each time they write the letter. Then model blending the word *it*. Have children practice blending and writing *it*. Conclude by having children draw a picture of a word whose name contains the /i/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for /i/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /i/.

Differentiated Practice


For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH14

li

Write the Letter

Read and Write Word

it _____

_____ →



Draw and Write

/i/ Blend and Build

TEACH/MODEL

Sound-Spelling Card Display the *Insect Sound-Spelling Card*. Say: *This is the Insect Sound-Spelling Card. The sound is /i/. What is the sound?* [Wait for choral response.] Say it with me again: /i/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /i/ sound is spelled with the letter i. This is the letter at the beginning of the word insect. Watch as I write the letter i.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /i/ as you write the letter.

Blend Words Write the word *it* on the board. Model blending sound by sound. Say: *This is the letter i. It stands for /i/. Say it with me: /iii/. This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put the sounds together to read the word. Listen: /iiit/, it.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /iiit/, it. Continue by modeling how to blend the words *sit, pit, sip, tip, Tim, sat, and map*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH15**. Have children write the letter as they say the /i/ sound. Make sure they say the /i/ sound each time they write the letter. Then model blending the words in the first row. Have children blend them with you. Use the appropriate blending level to complete the remaining line. See Blending Routine in the **Instructional Routine Handbook**. Conclude by having children draw a picture of one of the /i/ words they read. Help children write the word.

Build Words Use **Word-Building Cards** to build the word *pit*. Help children read the word. Then change, add, or delete one letter to form the following words: *sit, it, at, mat, map, sap, sip*.

Blending Difficulties For children having blending difficulties, use the Vowel-First blending technique. See the **Instructional Routine Handbook**.

Differentiated Practice

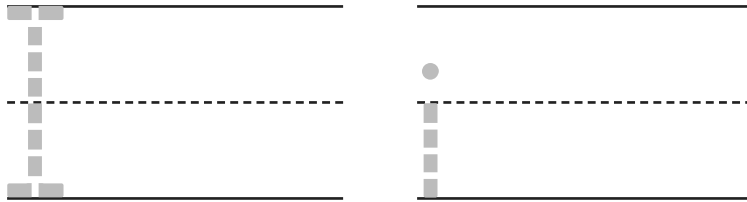
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH15

***li* Blend and Build**

Write the Letter



Read Words

it → sit → pit → tip →
sit → sip → tip → Tim →

Draw and Write

A large, empty rectangular box with a black border, intended for a drawing and writing activity.

Nn

TEACH/MODEL

Sound-Spelling Card Display the Nest Sound-Spelling Card. Say: *This is the Nest Sound-Spelling Card. The sound is /n/. What is the sound?* [Wait for choral response.] Say it with me again: /nnn/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /n/ sound is spelled with the letter n. This is the letter at the beginning of the word nest. Watch as I write the letter n.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /n/ as you write the letter.

Blend Words Write the word *nap* on the board. Model blending sound by sound. Say: *This is the letter n. It stands for /n/. Say it with me: /nnn/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Now let's put the sounds together. Listen: /nnnaaa/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /nnnaaa/. This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /nnnaaap/, nap. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /nnnaaap/, nap.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH16**. Have children write the letter as they say the /n/ sound. Make sure they say the /n/ sound each time they write the letter. Then model blending the word *nap*. Have children practice blending and writing *nap*. Conclude by having children draw a picture of a word whose name contains the /n/ sound. Help children write the word.

Differentiated Practice

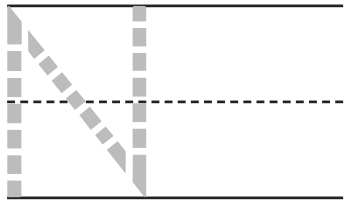
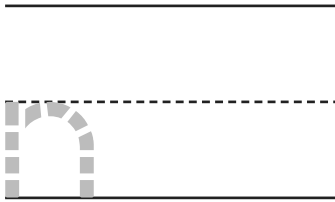
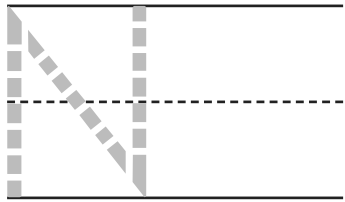
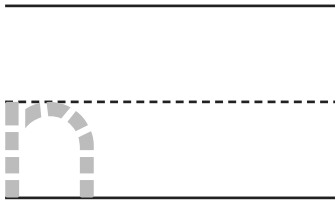
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH16

Nn

Write the Letter

Read and Write Word

nap

_____ →



Draw and Write

Cc

TEACH/MODEL

Sound-Spelling Card Display the *Camel Sound-Spelling Card*. Say: *This is the Camel Sound-Spelling Card. The sound is /k/. What is the sound?* [Wait for choral response.] Say it with me again: /k/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Today you will teach them one way to spell the /k/ sound. They will learn the other spellings later in the year.

Say: *The /k/ sound is often spelled with the letter c. This is the letter at the beginning of the word camel. Watch as I write the letter c.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /k/ as you write the letter.

Blend Words Write the word *cat* on the board. Model blending sound by sound. Say: *This is the letter c. It stands for /k/. Say it with me: /k/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Now let's put the sounds together. Listen: /kaaa/. [Run your finger under the letters as you sound them out. Since /k/ is a stop sound, quickly blend /k/ and /a/.] Now you try. Say it with me: /kaaa/. This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put the sounds together to read the word. Listen: /kaa-at/, cat. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /kaa-at/, cat.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH17**. Have children write the letter as they say the /k/ sound. Make sure they say the /k/ sound each time they write the letter. Then model blending the word *cat*. Have children practice blending and writing *cat*. Conclude by having children draw a picture of a cat. Have children write the word.

English Learners

Transfer Skills In some languages, such as Hmong, there is no direct sound transfer for /k/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /k/.

Differentiated Practice

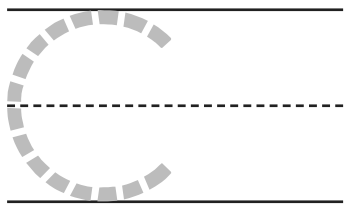
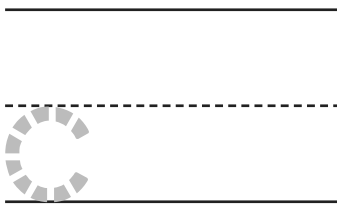
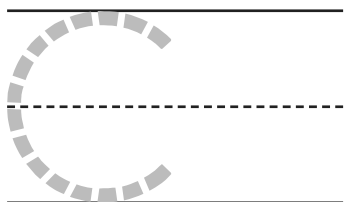

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH17

Cc

Write the Letter

Read and Write Word

cat _____

_____ →



Draw and Write



Oo

TEACH/MODEL

Sound-Spelling Card Display the *Octopus Sound-Spelling Card*. Say: *This is the Octopus Sound-Spelling Card. The sound is /o/. What is the sound?* [Wait for choral response.] Say it with me again: /ooo/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /o/ sound is spelled with the letter o. This is the letter at the beginning of the word octopus. Watch as I write the letter o.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /o/ as you write the letter. Look at my mouth when I say /o/. It is a circle, like the letter o.

Blend Words Write the word *mop* on the board. Model blending sound by sound. Say: *This is the letter m. It stands for /m/. Say it with me: /mmm/. This is the letter o. It stands for /o/. Say it with me: /ooo/. Now let's put the sounds together. Listen: /mmmooo/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /mmmooo/. This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /mmmooop/, mop. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /mmmooop/, mop.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH18**.

Have children write the letter as they say the /o/ sound. Make sure they say the /o/ sound each time they write the letter. Then model blending the word *mop*. Have children practice blending and writing *mop*. Conclude by having children draw a picture of a word whose name contains the /o/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, and Korean, there is no direct sound transfer for /o/. Use the **Sound Pronunciation CD** and articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /o/.

Differentiated Practice

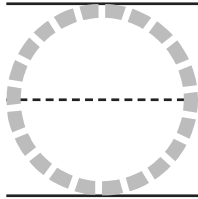
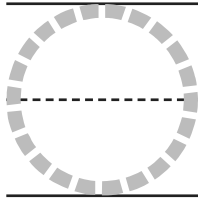
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH18

Oo

Write the Letter



Read and Write Word

mop

_____ →

Draw and Write

Oo Blend and Build

TEACH/MODEL

Sound-Spelling Card Display the *Octopus Sound-Spelling Card*. Say: *This is the Octopus Sound-Spelling Card. The sound is /o/. What is the sound?* [Wait for choral response.] Say it with me again: /ooo/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /ooo/ sound is spelled with the letter o. This is the letter at the beginning of the word octopus. Watch as I write the letter o.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /o/ as you write the letter.

Blend Words Write the word *mop* on the board. Model blending sound by sound. Say: *This is the letter m. It stands for /m/. Say it with me: /mmm/. This is the letter o. It stands for /o/. Say it with me: /ooo/. Now let's put the sounds together. Listen: /mmmooo/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /mmmooo/. This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /mmmooop/, mop. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /mmmooop/, mop. Continue by modeling how to blend the words *top*, *pop*, *pot*, *not*, and *cot*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH19**. Have children write the letter as they say the /o/ sound. Make sure they say the /o/ sound each time they write the letter. Then model blending the words in the first row. Have children blend them with you. Use the appropriate blending level to complete the remaining line. See Blending Routine in the **Instructional Routine Handbook**. Conclude by having children draw a picture of one of the words they read.

Build Words Use **Word-Building Cards** to build the word *pot*. Help children read the word. Then change, add, or delete one letter to form the following words: *not*, *cot*, *cop*, *top*.

Differentiated Practice

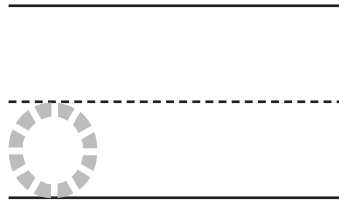
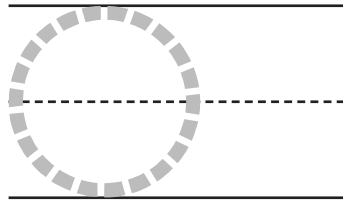
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH19

Oo Blend and Build

Write the Letter



Read Words

mop
→

top
→

pop
→

cop
→

not
→

cot
→

pot
→



Draw and Write

A large, empty rectangular box with a thin black border, intended for a child to draw a picture and write words related to the 'Oo' blend.

Ff**TEACH/MODEL**

Sound-Spelling Card Display the *Fire Sound-Spelling Card*. Say: *This is the Fire Sound-Spelling Card. The sound is /f/. What is the sound?* [Wait for choral response.] Say it with me again: /fff/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /f/ sound is spelled with the letter f. This is the letter at the beginning of the word fire. Watch as I write the letter f.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /f/ as you write the letter.

Blend Words Write the word *fan* on the board. Model blending sound by sound. Say: *This is the letter f. It stands for /f/. Say it with me: /fff/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Now let's put the sounds together. Listen: /fffaaa/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /fffaaa/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put the sounds together to read the word. Listen: /fffaannn/, fan. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /fffaannn/, fan. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /fffaannn/, fan.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH20**.

Have children write the letter as they say the /f/ sound. Make sure they say the /f/ sound each time they write the letter. Then model blending the word *fan*. Have children practice blending and writing *fan*. Conclude by having children draw a picture of a word whose name contains the /f/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Korean, there is no direct sound transfer for /f/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /f/.

Differentiated Practice

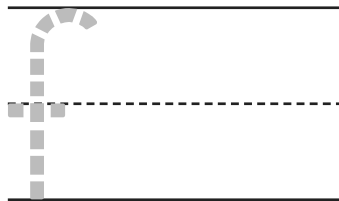
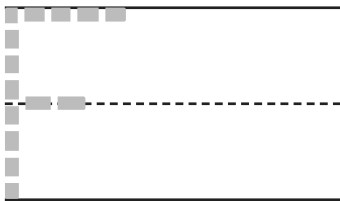
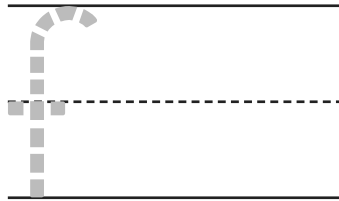
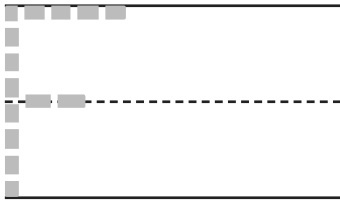
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH20

Ff

Write the Letter



Read and Write Word

fan

_____ →



Draw and Write

Hh

TEACH/MODEL

Sound-Spelling Card Display the *Hippo Sound-Spelling Card*. Say: *This is the Hippo Sound-Spelling Card. The sound is /h/. What is the sound?* [Wait for choral response.] Say it with me again: /hhh/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /h/ sound is spelled with the letter h. This is the letter at the beginning of the word hippo. Watch as I write the letter h.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /h/ as you write the letter.

Blend Words Write the word *hot* on the board. Model blending sound by sound. Say: *This is the letter h. It stands for /h/. Say it with me: /h/. This is the letter o. It stands for /o/. Say it with me: /ooo/. Now let's put the sounds together. Listen: /hooo/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /hooo/. This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put the sounds together to read the word. Listen: /hoooot/, hot. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /hoooot/, hot.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH21**. Have children write the letter as they say the /h/ sound. Make sure they say the /h/ sound each time they write the letter. Then model blending the word *hot*. Have children practice blending and writing *hot*. Conclude by having children draw a picture of a word whose name contains the /h/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Haitian Creole, there is no direct sound transfer for /h/. Use the Sound Pronunciation CD and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /h/.

Differentiated Practice

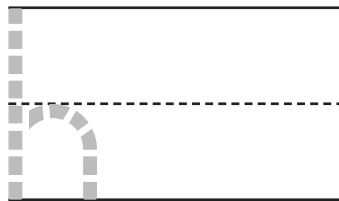
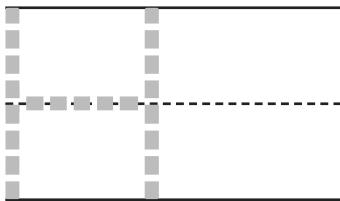
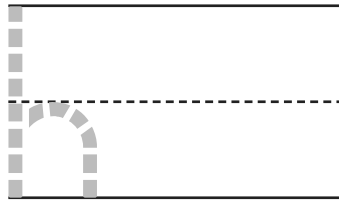
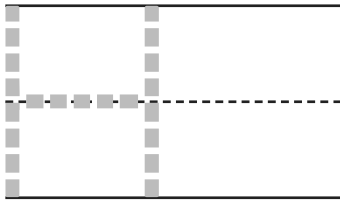
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH21

Hh

Write the Letter



Read and Write Word

hot

_____ →



Draw and Write

Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- For the Real Words section, explain to the child that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the child that these words are made-up words, not real words. The child will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of letters and words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the child misses more than one word per line.

Percentage Table			
23–25 correct	90%–100%	10–12 correct	40%–49%
20–22 correct	80%–89%	8–9 correct	30%–39%
18–19 correct	70%–79%	5–7 correct	20%–29%
15–17 correct	60%–69%	3–4 correct	10%–19%
13–14 correct	50%–59%	0–2 correct	0%–9%

Name _____

Date _____

Practice
Reproducible
PH22

Decoding Review

Real Words

Pam

tap

it

sit

pit

sip

tip

nap

cat

mop

top

pop

pot

not

fan

hot

Nonsense Words

paf

han

fap

tif

fic

nin

fop

nop

pof



Dd

TEACH/MODEL

Sound-Spelling Card Display the *Dolphin Sound-Spelling Card*. Say: *This is the Dolphin Sound-Spelling Card. The sound is /d/. What is the sound?* [Wait for choral response.] Say it with me again: /d/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /d/ sound is spelled with the letter d. This is the letter at the beginning of the word dolphin. Watch as I write the letter d.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /d/ as you write the letter.

Blend Words Write the word *dip* on the board. Model blending sound by sound. Say: *This is the letter d. It stands for /d/. Say it with me: /d/. This is the letter i. It stands for /i/. Say it with me: /iii/. Now let's put the sounds together. Listen: /diii/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /diii/. This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /diiip/, dip. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /diiip/, dip.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH23**. Have children write the letter as they say the /d/ sound. Make sure they say the /d/ sound each time they write the letter. Then model blending the word *dip*. Have children practice blending and writing *dip*. Conclude by having children draw a picture of a word whose name contains the /d/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Cantonese and Korean, there is no direct sound transfer for /d/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /d/.

Differentiated Practice

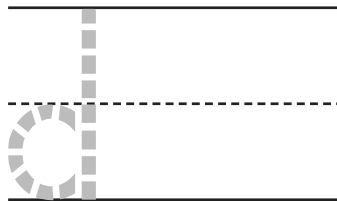
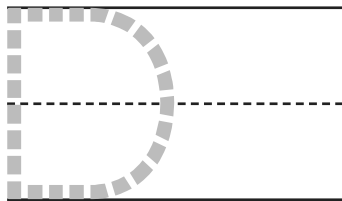
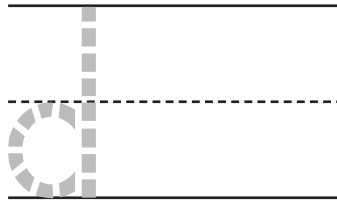
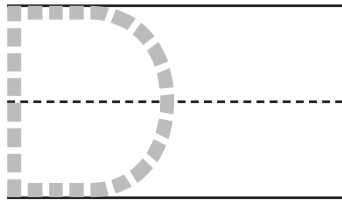
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH23

Dd

Write the Letter



Read and Write Word

dip

_____ →



Draw and Write

Rr

TEACH/MODEL

Sound-Spelling Card Display the *Rose Sound-Spelling Card*. Say: *This is the Rose Sound-Spelling Card. The sound is /r/. What is the sound?* [Wait for choral response.] Say it with me again: /rrr/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /r/ sound is spelled with the letter r. This is the letter at the beginning of the word rose. Watch as I write the letter r.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /r/ as you write the letter.

Blend Words Write the word *rap* on the board. Model blending sound by sound. Say: *This is the letter r. It stands for /r/. Say it with me: /rrr/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Now let's put the sounds together. Listen: /rrraaa/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /rrraaa/. This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /rrraaap/, rap. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /rrraaap/, rap.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH24**. Have children write the letter as they say the /r/ sound. Make sure they say the /r/ sound each time they write the letter. Then model blending the word *rap*. Have children practice blending and writing *rap*. Conclude by having children draw a picture of a word whose name contains the /r/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for /r/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /r/.

Differentiated Practice

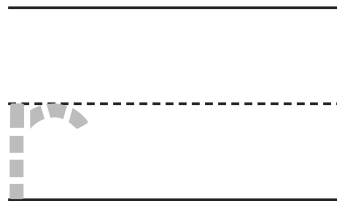
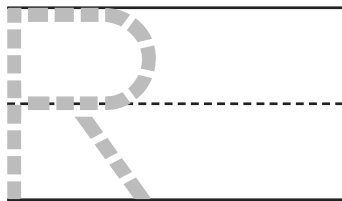
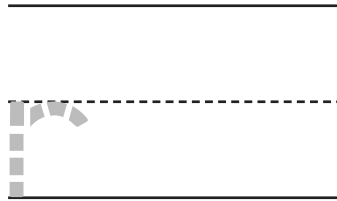
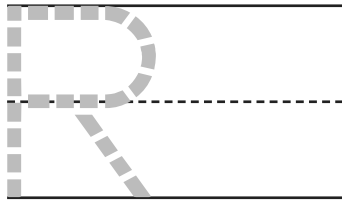
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH24

Rr

Write the Letter



Read and Write Word

rap

_____ →



Draw and Write

Ee

TEACH/MODEL

Sound-Spelling Card Display the *Egg Sound-Spelling Card*. Say: *This is the Egg Sound-Spelling Card. The sound is /e/. What is the sound?* [Wait for choral response.] Say it with me again: /eee/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /e/ sound is spelled with the letter e. This is the letter at the beginning of the word egg. Watch as I write the letter e.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /e/ as you write the letter.

Blend Words Write the word *Ed* on the board. Model blending sound by sound. Say: *This is the letter e. It stands for /e/. Say it with me: /eee/. This is the letter d. It stands for /d/. Say it with me: /d/. Now let's put the sounds together to read the word. Listen: /eed/, Ed.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /eed/, Ed.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH25**. Have children write the letter as they say the /e/ sound. Make sure they say the /e/ sound each time they write the letter. Then model blending the word *Ed*. Have children practice blending and writing *Ed*. Conclude by having children draw a picture of a word whose name contains the /e/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Hmong and Haitian Creole, there is no direct sound transfer for /e/. In Cantonese, Korean, and Vietnamese, the transfer for the /e/ sound is only approximate. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /e/.

Differentiated Practice

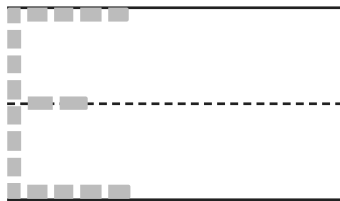
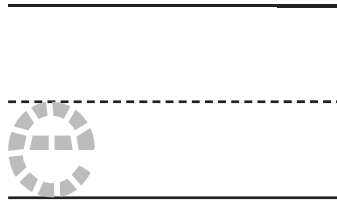
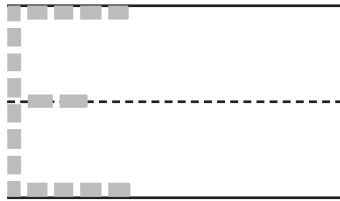
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH25

Ee

Write the Letter



Read and Write Word

Ed

_____ →

Draw and Write



Ee Blend and Build

TEACH/MODEL

Sound-Spelling Card Display the *Egg Sound-Spelling Card*. Say: *This is the Egg Sound-Spelling Card. The sound is /e/. What is the sound?* [Wait for choral response.] Say it with me again: /eee/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /e/ sound is spelled with the letter e. This is the letter at the beginning of the word egg. Watch as I write the letter e.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /e/ as you write the letter.

Blend Words Write the word *Ed* on the board. Model blending sound by sound. Say: *This is the letter e. It stands for /e/. Say it with me: /eee/. This is the letter d. It stands for /d/. Say it with me: /d/. Now let's put the sounds together to read the word. Listen: /eed/, Ed.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /eed/, Ed. Continue by modeling how to blend the words *red, fed, bed, met, net, pet, and get*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH26**. Have children write the letter as they say the /e/ sound. Make sure they say the /e/ sound each time they write the letter. Then model blending the words in the first row. Have children blend them with you. Use the appropriate blending level to complete the remaining line. See Blending Routine in the **Instructional Routine Handbook**. Conclude by having children draw a picture of one of the /e/ words they read. Have children write the word.

Build Words Use **Word-Building Cards** to build the word *net*. Help children read the word. Then change, add, or delete one letter to form the following words: *met, get, bet, bed, led, red, and fed*.

Blending Difficulties For children having blending difficulties, use the Vowel-First blending technique. See the **Instructional Routine Handbook**.

Differentiated Practice

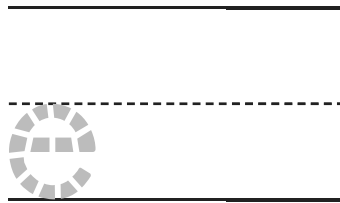
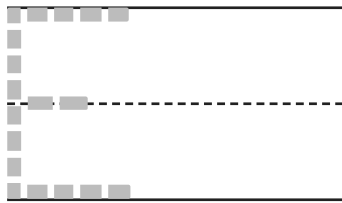
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH26

Ee Blend and Build

Write the Letter



Read Words

Ed
→

red
→

fed
→

bed
→

met
→

net
→

pet
→

let
→

Draw and Write

Bb

TEACH/MODEL

Sound-Spelling Card Display the *Bat Sound-Spelling Card*. Say: *This is the Bat Sound-Spelling Card. The sound is /b/. What is the sound?* [Wait for choral response.] Say it with me again: /b/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /b/ sound is spelled with the letter b. This is the letter at the beginning of the word bat. Watch as I write the letter b.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /b/ as you write the letter.

Blend Words Write the name *Ben* on the board. Model blending sound by sound. Say: *This is the letter B. It stands for /b/. Say it with me: /b/. This is the letter e. It stands for /e/. Say it with me: /eee/. Now let's put the sounds together. Listen: /beee/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /beee/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put the sounds together to read the word. Listen: /beennnn/, Ben. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /beennnn/, Ben.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH27**. Have children write the letter as they say the /b/ sound. Make sure they say the sound /b/ each time they write the letter. Then model blending the name *Ben*. Have children practice blending and writing *Ben*. Conclude by having children draw a picture of a word whose name contains the /b/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Hmong, Cantonese, and Korean, there is no direct sound transfer for /b/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /b/.

Differentiated Practice

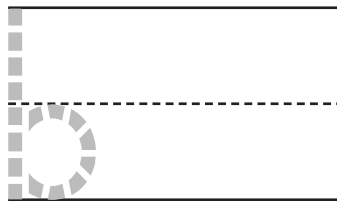
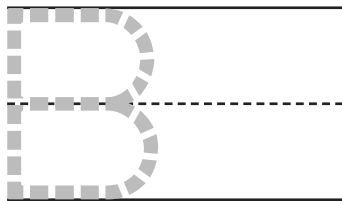
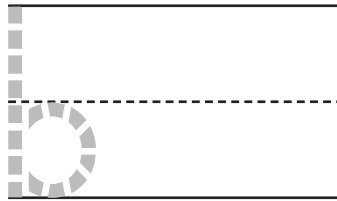
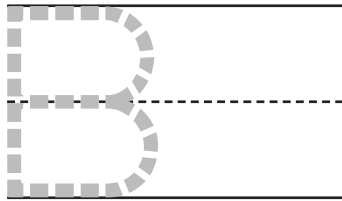
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH27

Bb

Write the Letter



Read and Write Word

Ben

_____ →



Draw and Write

LI

TEACH/MODEL

Sound-Spelling Card Display the *Lemon Sound-Spelling Card*. Say: *This is the Lemon Sound-Spelling Card. The sound is /l/. What is the sound?* [Wait for choral response.] Say it with me again: /lll/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /l/ sound is spelled with the letter l. This is the letter at the beginning of the word lemon. Watch as I write the letter l.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /l/ as you write the letter.

Blend Words Write the word *lit* on the board. Model blending sound by sound.

Say: *This is the letter l. It stands for /l/. Say it with me: /lll/. This is the letter i. It stands for /i/. Say it with me: /iii/. Now let's put the sounds together. Listen: /lllii/.* [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /lllii/. This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put the sounds together to read the word. Listen: /llliit/, lit. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /llliit/, lit.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH28**.

Have children write the letter as they say the /l/ sound. Make sure they say the sound /l/ each time they write the letter. Then model blending the word *lit*. Have children practice blending and writing *lit*. Conclude by having children draw a picture of a word whose name contains the /l/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Korean, there is no direct sound transfer for /l/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /l/.

Differentiated Practice

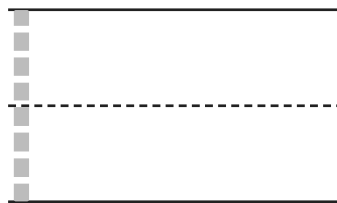
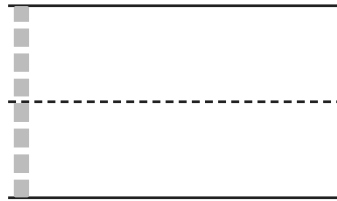
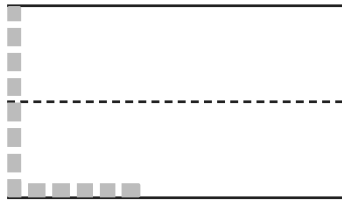
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH28

LI

Write the Letter



Read and Write Word

lit

_____ →



Draw and Write

Kk/ck

TEACH/MODEL

Sound-Spelling Card Display the *Koala Sound-Spelling Card*. Say: *This is the Koala Sound-Spelling Card. The sound is /k/. What is the sound?* [Wait for choral response.] *Say it with me again: /k/.* Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /k/ sound is often spelled with the letter k. This is the letter at the beginning of the word koala. Watch as I write the letter k.* [Model writing the letter.] *Now you write the letter in the air ten times. Say the sound /k/ as you write the letter.* Ask: *Where do you hear the /k/ sound in duck?* Then say: *The /k/ sound may also be spelled with the letters ck. These are the two letters at the end of the word duck. The letters ck spell the /k/ sound at the end of some words.*

Blend Words Write the word *kick* on the board. Model blending sound by sound. Say: *This is the letter k. It stands for /k/. Say it with me: /k/. This is the letter i. It stands for /i/. Say it with me: /iii/. Now let's put the sounds together. Listen: /kiii/.* [Run your finger under the letters as you sound them out.] *Now you try. Say it with me: /kiii/. These are the letters ck. They also stand for /k/. Say it with me: /k/. Now let's put the sounds together to read the word. Listen: /kiiik/, kick.* [Run your finger under the letters as you sound out the word.] *Now you try. Say it with me: /kiiik/, kick.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH29**. Have children write the letter as they say the /k/ sound. Make sure they say the /k/ sound each time they write the letter. Then model blending the word *kick*. Have children practice blending and writing *kick*. Conclude by having children draw a picture of a word whose name contains the /k/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Hmong, there is no direct sound transfer for /k/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /k/.

Differentiated Practice

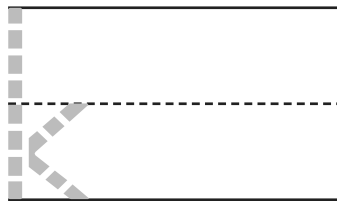
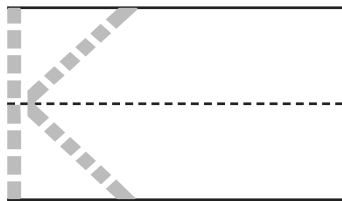
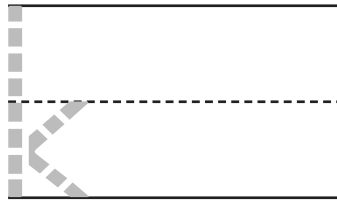
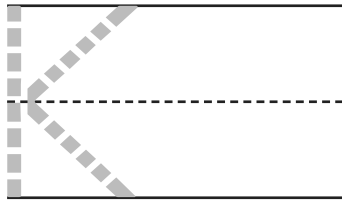
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH29

Kk/ck

Write the Letter



Read and Write Word

kick

_____ →



Draw and Write

Uu

TEACH/MODEL

Sound-Spelling Card Display the *Umbrella Sound-Spelling Card*. Say: *This is the Umbrella Sound-Spelling Card. The sound is /u/. What is the sound?* [Wait for choral response.] Say it with me again: /uuu/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /u/ sound is spelled with the letter u. This is the letter at the beginning of the word umbrella. Watch as I write the letter u.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /u/ as you write the letter.

Blend Words Write the word *up* on the board. Model blending sound by sound. Say: *This is the letter u. It stands for /u/. Say it with me: /uuu/. This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /uuup/, up.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /uuup/, up.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH30**. Have children write the letter as they say the /u/ sound. Make sure they say the /u/ sound each time they write the letter. Then model blending the word *up*. Have children practice blending and writing *up*. Conclude by having children draw a picture of a word whose name contains the /u/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for /u/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /u/.

Differentiated Practice

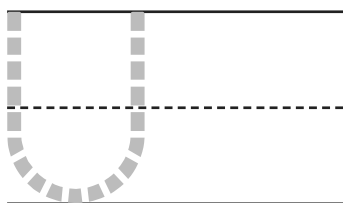
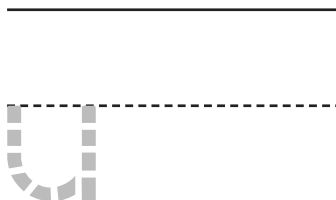
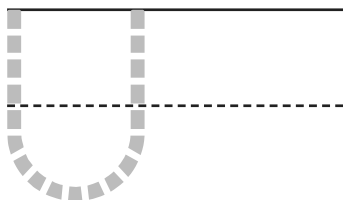
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH30

Uu

Write the Letter



Read and Write Word

up

_____ →



Draw and Write

Uu Blend and Build

TEACH/MODEL

Sound-Spelling Card Display the *Umbrella Sound-Spelling Card*. Say: *This is the Umbrella Sound-Spelling Card. The sound is /u/. What is the sound?* [Wait for choral response.] Say it with me again: /uuu/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /u/ sound is spelled with the letter u. This is the letter at the beginning of the word umbrella. Watch as I write the letter u.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /u/ as you write the letter.

Blend Words Write the word *up* on the board. Model blending sound by sound. Say: *This is the letter u. It stands for /u/. Say it with me: /uuu/. This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /uuup/, up.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /uuup/, up. Continue by modeling how to blend the words *cup, pup, nut, rub, ran, sick, and bed*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH31**. Have children write the letter as they say the /u/ sound each time they write it. Then model blending the words in the first row. Have children blend them with you. Use the appropriate blending level to complete the remaining line. See Blending Routine in the **Instructional Routine Handbook**. Conclude by having children draw a picture of one of the words they read.

Build Words Use **Word-Building Cards** to build the word *nut*. Help children read the word. Then change, add, or delete one letter to form the following words: *hut, cut, cub, rub, rug, dug, and mug*.

Differentiated Practice

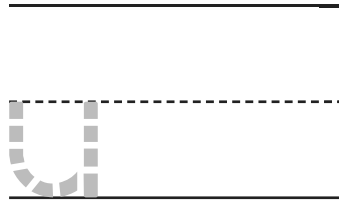
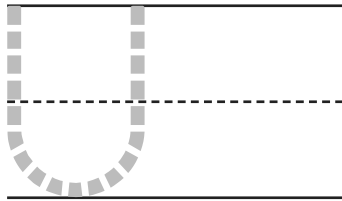
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH31

***Uu* Blend and Build**

Write the Letter



Read Words

up
→
duck
→

pup
→
luck
→

cup
→
puck
→

tuck
→

Draw and Write

A large, empty rectangular box with a black border, intended for a drawing or writing activity.

Gg

TEACH/MODEL

Sound-Spelling Card Display the *Guitar Sound-Spelling Card*. Say: *This is the Guitar Sound-Spelling Card. The sound is /g/. What is the sound?* [Wait for choral response.] Say it with me again: /g/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /g/ sound is spelled with the letter g. This is the letter at the beginning of the word guitar. Watch as I write the letter g.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /g/ as you write the letter.

Blend Words Write the word *gum* on the board. Model blending sound by sound. Say: *This is the letter g. It stands for /g/. Say it with me: /g/. This is the letter u. It stands for /u/. Say it with me: /uuu/. Now let's put the sounds together. Listen: /guuu/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /guuu/. This is the letter m. It stands for /m/. Say it with me: /mmm/. Now let's put the sounds together to read the word. Listen: /guuummm/, gum. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /guuummm/, gum.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH32**. Have children write the letter as they say the /g/ sound. Make sure they say the /g/ sound each time they write the letter. Then model blending the word *gum*. Have children practice blending and writing *gum*. Conclude by having children draw a picture of a word whose name contains the /g/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Hmong, Cantonese, Korean, and Khmer, there is no direct sound transfer for /g/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /g/.

Differentiated Practice

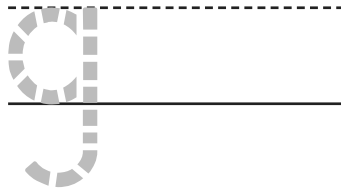
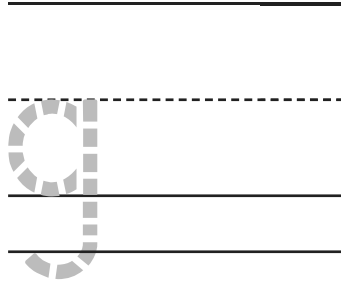
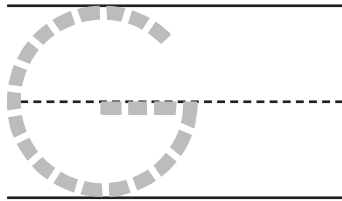
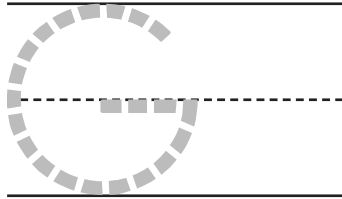
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH32

Gg

Write the Letter



Read and Write Word

gum

_____ →

Draw and Write

Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- For the Real Words section, explain to the child that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the child that these words are made-up words, not real words. The child will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the child misses more than one word per line.

Percentage Table			
23–25 correct	90%–100%	10–12 correct	40%–49%
20–22 correct	80%–89%	8–9 correct	30%–39%
18–19 correct	70%–79%	5–7 correct	20%–29%
15–17 correct	60%–69%	3–4 correct	10%–19%
13–14 correct	50%–59%	0–2 correct	0%–9%

Decoding Review

Real Words

dip

rap

Ed

red fed pet met

Ben

lit

kick

up

pup cup luck tuck

gum

Nonsense Words

dat nid dop

ras rit mef

pem lup nuck



Ww

TEACH/MODEL

Sound-Spelling Card Display the *Window Sound-Spelling Card*. Say: *This is the Window Sound-Spelling Card. The sound is /w/. What is the sound?* [Wait for choral response.] Say it with me again: /w/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /w/ sound is spelled with the letter w. This is the letter at the beginning of the word window. Watch as I write the letter w.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /w/ as you write the letter.

Blend Words Write the word *win* on the board. Model blending sound by sound. Say: *This is the letter w. It stands for /w/. Say it with me: /w/. This is the letter i. It stands for /i/. Say it with me: /iii/. Let's put these two sounds together. Listen: /wiii/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /wiii/. Say: This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put the sounds together to read the word. Listen: /wiiinnn/, win. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /wiiinnn/, win.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH34**. Have children write the letter as they say the /w/ sound. Make sure they say the /w/ sound each time they write the letter. Then model blending the word *win*. Have children practice blending and writing *win*. Conclude by having children draw a picture of a word whose name contains the /w/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, and Khmer, there is no direct sound transfer for /w/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /w/.

Differentiated Practice

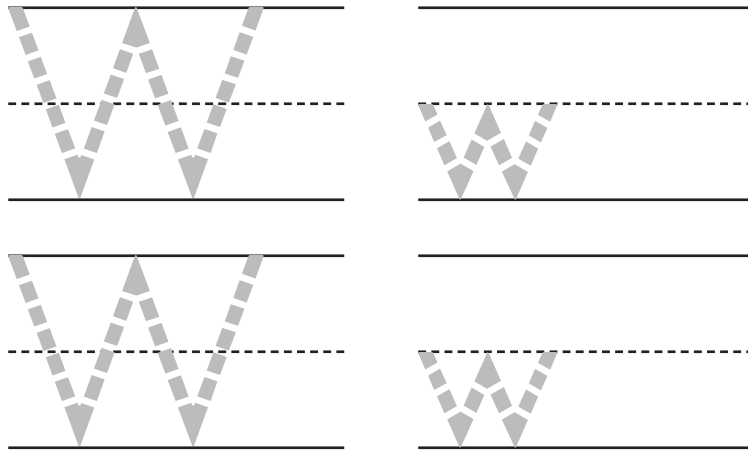
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH34

Ww

Write the Letter



Read and Write Word

win

_____ →



Draw and Write

Xx

TEACH/MODEL

Sound-Spelling Card Display the *Box Sound-Spelling Card*. Say: *This is the Box Sound-Spelling Card. The sounds are /ks/. What are the sounds?* [Wait for choral response.] Say it with me again: /ks/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ks/ sounds are spelled with the letter x. This is the letter at the end of the word box. Watch as I write the letter x. [Model writing the letter.] Now you write the letter in the air ten times. Say the sounds /ks/ as you write the letter.*

Blend Words Write the word *ax* on the board. Model blending sound by sound. Say: *This is the letter a. It stands for /a/. Say it with me: /aaa/. This is the letter x. It stands for /ks/. Say it with me: /ks/. Now let's put the sounds together to read the word. Listen: /aaaks/, ax. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /aaaks/, ax.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH35**. Have children write the letter as they say the /ks/ sounds. Make sure they say the /ks/ sounds each time they write the letter. Then model blending the word *ax*. Have children practice blending and writing *ax*. Conclude by having children draw a picture of a word whose name contains the /ks/ sounds. Help children write the word.

English Learners

Transfer Skills In some languages, such as Hmong and Cantonese, there is no direct sound transfer for /ks/. Use the **Sound Pronunciation CD** and articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ks/.

Differentiated Practice

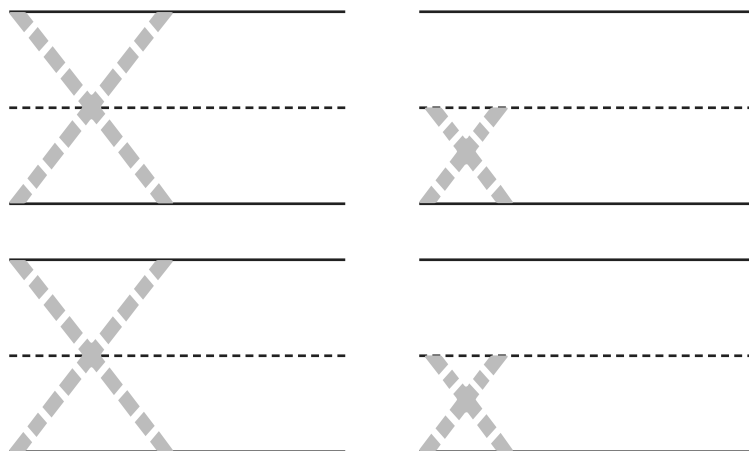
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH35

Xx

Write the Letter



Read and Write Word

ax

_____ →



Draw and Write

Vv

TEACH/MODEL

Sound-Spelling Card Display the *Volcano Sound-Spelling Card*. Say: *This is the Volcano Sound-Spelling Card. The sound is /v/. What is the sound?* [Wait for choral response.] Say it with me again: /vvv/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /v/ sound is spelled with the letter v. This is the letter at the beginning of the word volcano. Watch as I write the letter v.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /v/ as you write the letter.

Blend Words Write the word *van* on the board. Model blending sound by sound. Say: *This is the letter v. It stands for /v/. Say it with me: /vvv/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Let's put these two sounds together. Listen: /vvvaa/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /vvvaa/. Say: This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put the sounds together to read the word. Listen: /vvvaannn/, van. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /vvvaannn/, van.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH36**. Have children write the letter as they say the /v/ sound. Make sure they say the /v/ sound each time they write the letter. Then model blending the word *van*. Have children practice blending and writing *van*. Conclude by having children draw a picture of a word whose name contains the /v/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Spanish, Cantonese, Korean, and Khmer, there is no direct sound transfer for /v/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /v/.

Differentiated Practice

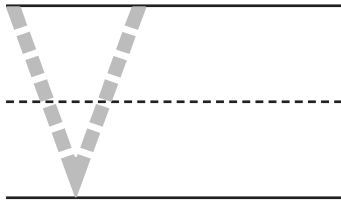
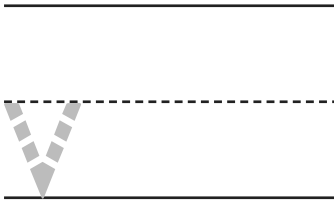
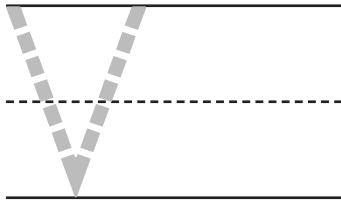
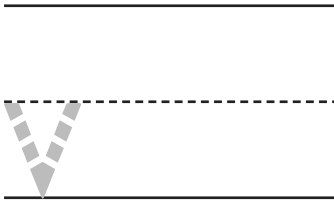
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH36

Vv

Write the Letter

Read and Write Word

van

_____ →



Draw and Write

Jj

TEACH/MODEL

Sound-Spelling Card Display the *Jump Sound-Spelling Card*. Say: *This is the Jump Sound-Spelling Card. The sound is /j/. What is the sound?* [Wait for choral response.] *Say it with me again: /j/.* Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /j/ sound is spelled with the letter j. This is the letter at the beginning of the word jump. Watch as I write the letter j.* [Model writing the letter.] *Now you write the letter in the air ten times. Say the sound /j/ as you write the letter.*

Blend Words Write the word *jet* on the board. Model blending sound by sound. Say: *This is the letter j. It stands for /j/. Say it with me: /j/. This is the letter e. It stands for /e/. Say it with me: /eee/. Let's put these two sounds together. Listen: /jeee/.* [Run your finger under the letters as you sound them out.] *Now you try. Say it with me: /jeee/.* Say: *This is the letter t. It stands for /t/. Say it with me: /t/.* *Now let's put the sounds together to read the word. Listen: /jeeet/, jet.* [Run your finger under the letters as you sound out the word.] *Now you try. Say it with me: /jeeet/, jet.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH37**. Have children write the letter as they say the /j/ sound. Make sure they say the /j/ sound each time they write the letter. Then model blending the word *jet*. Have children practice blending and writing *jet*. Conclude by having children draw a picture of a word whose name contains the /j/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Spanish, Vietnamese, Hmong, Cantonese and Korean, there is no direct sound transfer for /j/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /j/.

Differentiated Practice

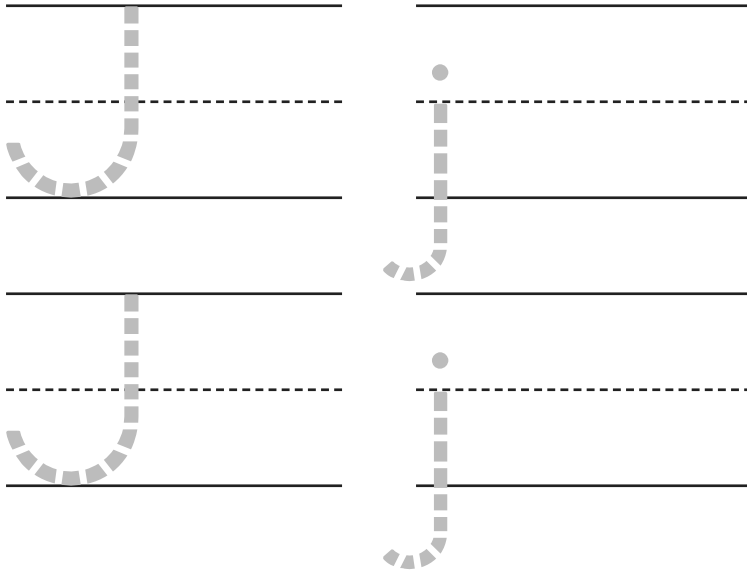
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH37

Jj

Write the Letter



Read and Write Word

jet

_____ →



Draw and Write

Qq

TEACH/MODEL

Sound-Spelling Card Display the *Queen Sound-Spelling Card*. Say: *This is the Queen Sound-Spelling Card. The sounds are /kw/. What are the sounds?* [Wait for choral response.] Say it with me again: /kw/. The letter q almost always appears with the letter u. Together, they make the sounds /kw/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /kw/ sounds are spelled with the letters qu. These are the letters at the beginning of the word queen. Watch as I write the letters qu.* [Model writing the letters.] Now you write the letters in the air ten times. Say the sounds /kw/ as you write the letters.

Blend Words Write the word *quit* on the board. Model blending sound by sound. Say: *These are the letters qu. They stand for /kw/. Say it with me: /kw/. This is the letter i. It stands for /i/. Say it with me: /iii/. Let's put these sounds together. Listen: /kwiii/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /kwiii/. Say: This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put the sounds together to read the word. Listen: /kwiiit/, quit. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /kwiiit/, quit.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH38**. Have children write the letters as they say the /kw/ sounds. Make sure they say the /kw/ sounds each time they write the letters. Then model blending the word *quit*. Have children practice blending and writing *quit*. Conclude by having children draw a picture of a word whose name contains the /kw/ sounds. Help children write the word.

English Learners

Transfer Skills In some languages, such as Hmong, there is no direct sound transfer for the sounds /kw/. Use the **Sound Pronunciation CD** and articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /kw/.

Differentiated Practice

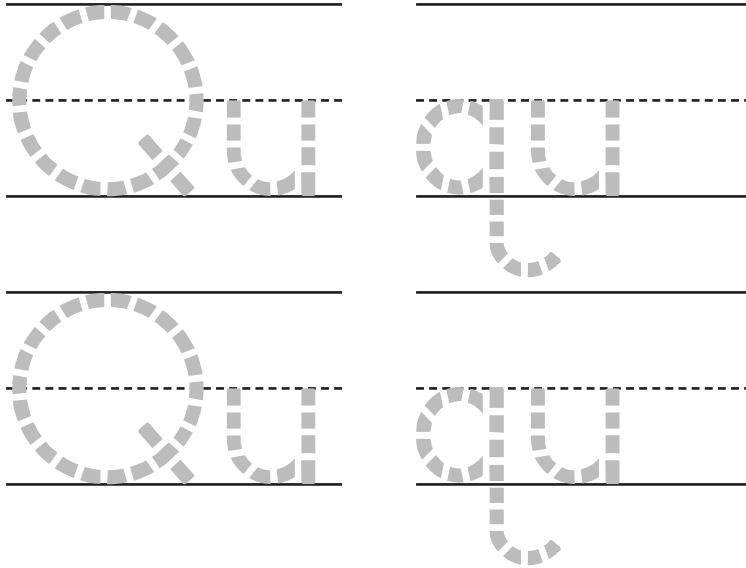
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH38

Qq

Write the Letters



Read and Write Word

quit

_____ →



Draw and Write

Yy

TEACH/MODEL

Sound-Spelling Card Display the Yo-yo Sound-Spelling Card. Say: *This is the Yo-yo Sound-Spelling Card. The sound is /y/. What is the sound?* [Wait for choral response.] *Say it with me again: /y/.* Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /y/ sound is spelled with the letter y. This is the letter at the beginning of the word yo-yo. Watch as I write the letter y.* [Model writing the letter.] *Now you write the letter in the air ten times. Say the sound /y/ as you write the letter.*

Blend Words Write the word yes on the board. Model blending sound by sound. Say: *This is the letter y. It stands for /y/. Say it with me: /y/. This is the letter e. It stands for /e/. Say it with me: /eee/. Let's put the two sounds together. Listen: /yeee/.* [Run your finger under the letters as you sound them out.] *Now you try. Say it with me: /yeee/.* Say: *This is the letter s. It stands for /s/. Say it with me: /sss/.* *Now let's put the sounds together to read the word. Listen: /yeeesss/, yes.* [Run your finger under the letters as you sound out the word.] *Now you try. Say it with me: /yeeesss/, yes.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH39**. Have children write the letter as they say the /y/ sound. Make sure they say the /y/ sound each time they write the letter. Then model blending yes. Have children practice blending and writing yes. Conclude by having children draw a picture whose name contains the /y/ sound. Help children write the word.

Differentiated Practice

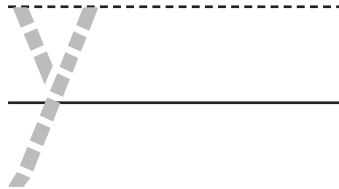
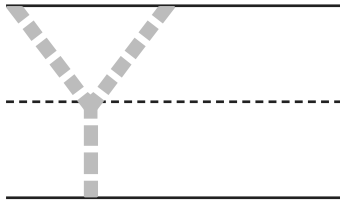
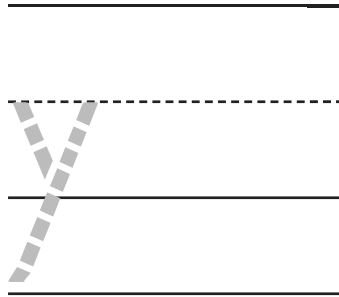
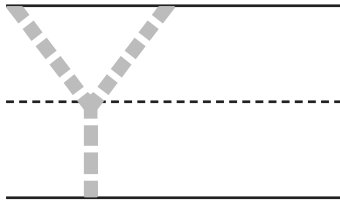
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH39

Yy

Write the Letter



Read and Write Word

yes

_____ →

Draw and Write



Zz

TEACH/MODEL

Sound-Spelling Card Display the *Zipper Sound-Spelling Card*. Say: *This is the Zipper Sound-Spelling Card. The sound is /z/. What is the sound?* [Wait for choral response.] Say it with me again: /zzz/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed.

Say: *The /z/ sound is spelled with the letter z. This is the letter at the beginning of the word zipper. Watch as I write the letter z.* [Model writing the letter.] Now you write the letter in the air ten times. Say the sound /z/ as you write the letter.

Blend Words Write the word *zip* on the board. Model blending sound by sound. Say: *This is the letter z. It stands for /z/. Say it with me: /zzz/. This is the letter i. It stands for /i/. Say it with me: /iii/. Let's put the sounds together. Listen: /zzzii/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /zzzii/. Say: This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put the sounds together to read the word. Listen: /zzziip/, zip. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /zzziip/, zip.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH40**. Have children write the letter as they say the /z/ sound. Make sure they say the /z/ sound each time they write the letter. Then model blending the word *zip*. Have children practice blending and writing *zip*. Conclude by having children draw a picture of a word whose name contains the /z/ sound. Help children write the word.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, Cantonese, Korean, and Khmer, there is no direct sound transfer for /z/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /z/.

Differentiated Practice

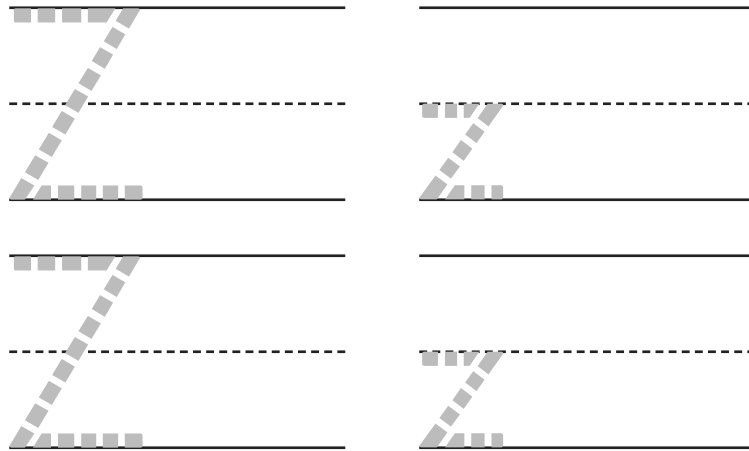
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____ Date _____

Practice
Reproducible
PH40

Zz

Write the Letter



Read and Write Word

zip

_____→



Draw and Write

A large, empty rectangular box with a thin black border, intended for a child to draw a picture and write a sentence related to the word 'zip'.

Alphabet Review

TEACH/MODEL

Review “The Alphabet Song” Display **Sing, Talk, Rhyme Chart 1**. Say: *This is the ABC Chart. It shows every letter of the alphabet. Each letter has a name and a sound.* Sing “The Alphabet Song” as you point to each letter. Then name each letter in the alphabet and say its sound, one at a time. Say the name of each letter and its sound, and have children repeat it. Finally, sing “The Alphabet Song” again, pointing to each letter. Have children join in as they can.

Alphabetical Order Display the **Word-Building Cards** out of alphabetical order. Model putting the cards in order. Move Word-Building Card A to the first position. Say: *A is the first letter in the alphabet. The sound is /a/. What is the sound?* [Wait for choral response.] Have children help put the rest of the cards in alphabetical order. Model saying the sound for each letter, and have children repeat it.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH41**. Have children draw lines to match the uppercase and lowercase letters in each column. Then have them point to each uppercase or lowercase letter and say the letter’s name and sound.

Sound-Spelling Review Distribute the Word-Building Cards in alphabetical order. Ask children to hold up the letter that has the sound /b/. Repeat with the sounds /e/, /t/, /k/, /m/, and /s/. Continue with other letter sets. Note which sound-spellings children have difficulty recognizing, and set those cards aside to repeat later.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher’s Edition Online** and **TeacherWorks Plus CD-ROM**.

Alphabet Review

Match Letters

A	f	B	v	H	q	I	t	K	m	S	y
C	g	D	d	O	h	J	l	M	r	W	x
G	a	U	b	P	p	L	j	N	k	X	w
E	c	V	u	Q	o	T	i	R	n	Y	z
F	e									Z	s

Read Letters

P	B	o	C	h	j	q	A	F
k	U	w	N	E	D	s	Y	x
L	I	v	z	G	r	M	t	



Blending Two-Letter VC Words

TEACH/MODEL

Introduce Display **Word-Building Cards** *a, e, i, o, and u*. Display each card as children chorally say the sound. Remind children that these sounds are called short vowel sounds. Explain that today they will practice blending two-letter words that begin with these different vowel sounds.

Blend Words Write the word *an* on the board. Model blending sound by sound. Say: *This is the letter a. It stands for /a/. Say it with me: /a/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put the sounds together to read the word. Listen: /aaannn/, an.* [Run your finger under the letters as you sound out the word.] *Now you try. Say it with me: /aaannn/, an.* Continue by modeling how to blend the words *at, Ed, in, it, on, up, and us*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH42**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *am*. Help children read the word. Then change, add, or delete one letter to form the following words: *at, it, in, on, ox, ax*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Blending Two-Letter VC Words

Read Words

am	ax	ad	Al	as
at	Ed	is	in	if
it	on	ox	up	us

I am Ed.

Al has an ox.

He sat on it.

Up we go!



Write Words

a_____	i_____	u_____	o_____	e_____
a_____	i_____	u_____	o_____	E_____

Blending Three-Letter CVC Words

TEACH/MODEL

Introduce Display **Word-Building Cards** *a, e, i, o, and u*. Display each card as children chorally say the sound. Remind children that these sounds are called short vowel sounds. Explain that today they will practice blending three-letter words that have these different vowel sounds.

Blend Words Write the word *sit* on the board. Model blending sound by sound. Say: *This is the letter s. It stands for /s/. Say it with me: /sss/. This is the letter i. It stands for /i/. Say it with me: /iii/. Let's put these two sounds together. Listen: /ssiii/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /ssiii/. Say: This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put the sounds together to read the word. Listen: /ssiiit/, sit. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /ssiiit/, sit. Continue by modeling how to blend the words *fit, cat, bat, hen, ten, pot, and pup*.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH43**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *hit*. Help children read the word. Then change, add, or delete one letter to form the following words: *hot, hat, mat, met, net, nut, cut, cup*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Blending Three-Letter CVC Words

Read Words

hat	bat	cap	tap	lap
bed	red	wet	jet	let
tin	pin	win	dig	wig
pot	not	dot	hot	lot
rug	bug	bun	fun	sun

I can hop.

Meg is hot.

Pam ran.

Can Nat bat?



Write Words

____in	____ot	____un	____at	____et
____in	____ot	____un	____at	____et
____in	____ot	____un	____at	____et
____in	____ot	____un	____at	____et

Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- For the Real Words section, explain to the child that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the child that these words are made-up words, not real words. The child will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the child misses more than one word per line.

Percentage Table			
25–27 correct	90%–100%	11–13 correct	40%–49%
22–24 correct	80%–89%	8–10 correct	30%–39%
19–21 correct	70%–79%	4–7 correct	20%–29%
16–18 correct	60%–69%	3–5 correct	10%–19%
14–15 correct	50%–59%	0–2 correct	0%–9%

Decoding Review

Real Words

win

ax

van

jet

quit

yes

zip

an

at

on

ox

up

sit

pit

pot

lot

lap

Nonsense Words

wef

wib

vug

jat

vod

jum

quet

yit

yog

ap



Short a

TEACH/MODEL

Sound-Spelling Card Display the *Apple Sound-Spelling Card*. Say: *This is the Apple Sound-Spelling Card. The sound is /a/. What is the sound?* [Wait for choral response.] Say it with me again: /aaa/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /a/ sound is spelled with the letter a. This is the letter at the beginning of the word apple. Watch as I write the letter a.* [Model writing the letter.] Now you write the letter on your **WorkBoards** ten times. Say the sound /a/ as you write the letter.

Blend Words Write the word *ran* on the board. Model blending sound by sound. [For children needing additional support, use vowel-first blending.] Say: *This is the letter r. It stands for /r/. Say it with me: /rrr/. This is the letter a. It stands for /a/. Say it with me: /aaa/. Let's put these two sounds together. Listen: /rrraaa/. [Run your finger under the letters as you sound them out.] Now you try. Say it with me: /rrraaa/. Say: This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put all the sounds together to read the word. Listen: /rrraaannn/, ran. [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /rrraaannn/, ran. Continue by blending the words *rat, bat, cat, can, and pan*.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH45**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *bag*. Help children read the word. Then change, add, or delete one letter to form the following words: *rag, wag, tag, tap, map, man, fan, fin, pin, pen, ten, tan, van, can, cap, lap*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Vietnamese, Cantonese, and Korean, there is no direct sound transfer for /a/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /a/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short a

Read Words

at mat fat sat sad mad
an van man map nap lap
hat cat cap tap tag wag
cab cub pat pot bad bed

The man ran.

The man sat.

Max is in the van.

The ham is in the pan.



Write Words

____an	____at	____ap
____an	____at	____ap
____an	____at	____ap
____an	____at	____ap

Short i

TEACH/MODEL

Sound-Spelling Card Display the *Insect Sound-Spelling Card*. Read *insect*. Say: *The sound is /i/. What is the sound?* [Wait for choral response. Have children repeat.] Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Say: *The /i/ sound is spelled with the letter i. This is the letter at the beginning of insect. Watch as I write the letter i.* [Model writing i.] Now you write i on your **WorkBoards** ten times. Say the sound /i/ as you write it.

Blend Words Write *fit* on the board. Model blending. [For children needing additional support, use vowel-first blending.] Say: *This is the letter f. It stands for /f/. Say it with me: /fff/. This is the letter i. It stands for /i/. Say it with me: /iii/. Let's put these two sounds together. Listen: /ffiii/.* [Run your finger under the letters as you say the sounds.] Now you try. Say it with me: /ffiii/. Say: *This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put all the sounds together to read the word. Listen: /ffiiit/, fit.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /ffiiit/, fit. Continue to blend *fin, win, pin, pig, and dig*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH46**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *big*. Help children read the word. Then change, add, or delete one letter to form *pig, wig, win, pin, fin, fit, sit, sat, set, net, not, lot, lit, hit, him, hid*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Haitian Creole, and some Asian languages, there is no direct sound transfer for /i/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Linguistic Differences

/i/ Sound Many speakers of African American Vernacular English won't pronounce or hear the difference between /i/ and /e/ in words such as *pen/pin* and *him/hem*. Focus on mouth position for each vowel sound.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short *i*

Read Words

it	sit	fit	hit	hid	lid
big	dig	dip	hip	him	Jim
mix	miss	kiss	fill	hill	will
tip	tap	fin	fun	bit	bet
an	if	ax	sat	rip	rid

The pig is big.

Will it fit?

Tim will go up the hill.

Jill will go, too.

Write Words

___it	___ip	___ig
___it	___ip	___ig
___it	___ip	___ig
___it	___ip	___ig

Short o

TEACH/MODEL

Sound-Spelling Card Display the *Octopus Sound-Spelling Card*. Say: *This is the Octopus Sound-Spelling Card. The sound is /o/. What is the sound?* [Wait for choral response.] Say it with me again: /ooo/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /o/ sound is spelled with the letter o. This is the letter at the beginning of the word octopus. Watch as I write the letter o.* [Model writing the letter.] Now you write the letter on your **WorkBoards** ten times. Say the sound /o/ as you write the letter.

Blend Words Write the word *top* on the board. Model blending sound by sound. [For children needing additional support, use vowel-first blending.] Say: *This is the letter t. It stands for /t/. Say it with me: /t/. This is the letter o. It stands for /o/. Say it with me: /ooo/. Let's put these two sounds together. Listen: /tooo/.* [Run your finger under the letters as you say the sounds.] Now you try. Say it with me: /tooo/. Say: *This is the letter p. It stands for /p/. Say it with me: /p/. Now let's put all the sounds together to read the word. Listen: /tooop/, top.* [Run your finger under the letters as you sound out the word.] Now you try. Say it with me: /tooop/, top. Continue by modeling how to blend the words *pot, got, hot, hop, and mop*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH47**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *job*. Help children read the word. Then change, add, or delete one letter to form the following words: *jog, hog, dog, dot, pot, pop, top, tap, tip, sip, sit, lit, lot, log, fog, fox*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, and Korean, there is no direct sound transfer for /o/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Cards to model correct mouth position when pronouncing /o/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short o

Read Words

on	fog	log	lot	not	got
ox	fox	box	jog	hog	dog
mop	top	tot	pot	hot	hop
dog	dig	lot	let	mop	map
pin	ran	cot	miss	job	sad

I got a dog.

I got a job.

The top of the pot is hot.

The pan is not hot.



Write Words

___op	___og	___ot
___op	___og	___ot
___op	___ox	___ot
___op	___ox	___ot

Short e

TEACH/MODEL

Sound-Spelling Card Display the *Egg Sound-Spelling Card*. Read *egg*. Say: *The sound is /e/. What is the sound?* [Wait for choral response. Have children repeat.] Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Say: *The /e/ sound is spelled with the letter e. This is the letter at the beginning of the word egg. Watch as I write the letter e.* [Model writing e.] Now you write e on your **WorkBoards** ten times. Say the sound /e/ as you write it.

Blend Words Write *men* on the board. Model blending. [For children needing additional support, use vowel-first blending.] Say: *This is the letter m. It stands for /m/. Say it with me: /mmm/. This is the letter e. It stands for /e/. Say it with me: /eee/. Let's put these two sounds together. Listen: /mmmeeee/. Say it with me: /mmmeeee/. Say: This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put all the sounds together. Listen: /mmmeeeennn/, men.* [Run your finger under the letters.] Now you try. Say it with me: /mmmeeeennn/, men. Continue with *met*, *net*, *let*, and *leg*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH48**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *fed*. Help children read the word. Then change, add, or delete one letter to form *led*, *red*, *bed*, *bet*, *let*, *get*, *set*, *sat*, *hat*, *hot*, *hit*, *lit*, *let*, *met*, *men*, *pen*. Have children read each new word formed.

English Learners

Transfer Skills In Spanish, Haitian Creole, and some Asian languages, there is no direct sound transfer for /e/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Linguistic Differences

/e/ Sound When the /i/ and /e/ sounds appear before the consonants *m* or *n* in words, such as *pen/pin* and *him/hem*, many speakers of African American Vernacular English won't pronounce or hear the difference. Focus on mouth position for each vowel sound.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short e

Read Words

egg	leg	beg	bet	let	led
met	men	pen	pet	get	red
Ed	fell	well	tell	test	best
bed	bad	set	sat	mess	miss
am	is	on	sad	him	top

Hen had an egg.
Hen had a big egg.
The pen is red.
The bed is red.



Write Words

____et	____ed	____en
____et	____ed	____en
____et	____ed	____en
____et	____ed	____en

Short u

TEACH/MODEL

Sound-Spelling Card Display the *Umbrella Sound-Spelling Card*. Say: *This is the Umbrella Sound-Spelling Card. The sound is /u/. What is the sound?* [Wait for choral response.] Say it with me again: /uuu/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /u/ sound is spelled with the letter u. This is the letter at the beginning of the word umbrella. Watch as I write the letter u.* [Model writing the letter.] Now you write the letter on your **WorkBoards** ten times. Say the sound /u/ as you write the letter.

Blend Words Write *sun* on the board. Model blending sound by sound. [For children needing additional support, use vowel-first blending.] Say: *This is the letter s. It stands for /s/. Say it with me: /sss/. This is the letter u. It stands for /u/. Say it with me: /uuu/. Let's put these two sounds together. Listen: /sssuuu/.* [Run your finger under the letters as you say the sounds.] Now you try. Say it with me: /sssuuu/. Say: *This is the letter n. It stands for /n/. Say it with me: /nnn/.* Now let's put all the sounds together to read the word. Listen: /sssuunnn/, *sun*. [Run your finger under the letters as you sound out *sun*.] Now you try. Say it with me: /sssuunnn/, *sun*. Continue by modeling how to blend the words *run, rug, hug, hut, and cut*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH49**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *rub*. Help children read the word. Then change, add, or delete one letter to form the following words: *sub, tub, tug, rug, bug, bun, fun, sun, run, ran, man, men, met, bet, but, nut*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Hmong, Cantonese, Haitian Creole, and Korean, there is no direct sound transfer for /u/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /u/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short u

Read Words

sub	rub	rug	tug	bug	mug
us	bus	but	nut	cut	cub
up	cup	hum	hut	puff	pup
fun	fan	cup	cap	nut	net
up	top	red	mud	mat	dig

The pup has fun.
The pup can run.
Gus is on the rug.
Bud is on the rug.



Write Words

____ug	____ut	____un
____ug	____ut	____un
____ug	____ut	____un
____ug	____ut	____un

Short Vowels: Initial Blends

TEACH/MODEL

Introduce Explain that some words begin with two consonants and their sounds blend together. These consonant pairs are called initial blends. Display **Word-Building Cards** *s* and *l*. Model blending the sounds they make together: /sl/. Have children repeat. Repeat with Word-Building Cards *t* and *r*; *d* and *r*; *c* and *l*; *f* and *l*; *g* and *r*; *s* and *n*.

Blend Words Write the word *slip* on the board. Model blending sound by sound as you run your finger under the letters. Have children blend the word with you. Continue in this way, blending the words *skip*, *slap*, *snap*, and *snip*. Repeat the routine with the words *crab*, *clap*, *flap*, *flag*, and *drag*. Repeat again with the words *grin*, *grip*, *drip*, *trip*, *clip*, and *crib*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH50**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *nap*. Help children read the word. Then change, add, or delete letters to form the following words: *snap*, *snip*, *skip*, *sip*, *slip*, *lip*, *lap*, *slap*, *clap*, *clip*, *flip*, *flap*, *flag*, *drag*, *rag*, *rap*, *rip*, *drip*, *trip*, *trick*.

English Learners

Transfer Skills In some languages, such as Vietnamese, Hmong, Cantonese, and Korean, there is no direct sound transfer for /bl/, /tr/, /dr/, etc. Use the **Sound Pronunciation CD** to model correct pronunciation of difficult individual sounds.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short Vowels: Initial Blends

Read Words

tap	trap	trip	tick	trick	truck
pan	plan	plug	lap	clap	glad
step	stop	stack	stem	stick	still
spot	spin	spit	spell	spill	will
slip	wet	tan	flag	hop	class

Fran sits on a bag.
Cris can grab a cap.
Can you clap and clap?
We spin and flip.



Write Words

tr____	sp____	st____
tr____	sp____	st____
cl____	sl____	fl____
cl____	sl____	fl____

Short Vowels: Final Blends

TEACH/MODEL

Introduce Explain that some words end with two consonants and their sounds blend together. These consonant pairs are called final blends. Display **Word-Building Card m**. Say: *This is the letter m. It stands for /m/*. Then display Word-Building Card *p* separately. Say: *This is the letter p. It stands for /p/*. Then put the two cards next to each other, and model saying the sounds they make together: /mp/. Have children repeat. Repeat with cards *n* and *d*; *n* and *t*; *s* and *t*.

Blend Words Write the word *jump* on the board. Model blending sound by sound as you run your finger under the letters. Have children say the word with you. Continue in this way, blending the words *lump*, *bump*, and *pump*. Then repeat the routine with *bunk*, *junk*, and *dunk*. Repeat again with *dust*, *rust*, and *just*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH51**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *band*. Help children read the word. Then change, add, or delete letters to form the following words: *land*, *sand*, *send*, *sent*, *went*, *west*, *pest*, *past*, *last*, *lamp*, *lump*.

English Learners

Transfer Skills In some Asian languages, there is no direct sound transfer for /ld/, /nt/, /rt/, etc. Use the **Sound Pronunciation CD** to model correct pronunciation of difficult individual sounds.

Linguistic Differences

Final Blends Many speakers of African American Vernacular English drop the final letter in a consonant blend. For example, they will say *des'* for *desk*. Clearly pronounce the final sound in these words, and have students repeat several times, exaggerating the sound.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short Vowels: Final Blends

Read Words

net	nest	bet	best	fat	fast
and	band	sand	stand	land	hand
end	send	bend	bent	sent	hunt
ink	pink	wink	blink	bank	sank
rent	rest	rip	drip	sunk	skunk

The man drank milk.
The dog barks at the ant.
Ed runs fast.
He just lost his tent.



Write Words

____nt	____st	____nk
____nt	____st	____nk
____nt	____st	____nk
____nt	____st	____nk

Short Vowels: Digraphs (*th*, *sh*, *ng*)

TEACH/MODEL

Sound-Spelling Card Display the *Thumb* Sound-Spelling Card. Read *thumb*. Say: *The sound at the beginning of thumb is /th/. Have children say /th/ with you. Write thumb on the board. Say: The letters th spell the /th/ sound at the beginning of thumb. They also spell the /th/ sound at the beginning of that.* Then display the *Shell* and *Sing* Sound-Spelling Cards and repeat the above routine for initial /sh/ and final /ng/.

Blend Words Write *thin* on the board. Model blending *thin*. Have children say *thin* with you. Continue with *this*, *with*, and *path*, and *math*. Write *ship* on the board. Model blending *ship*. Have children say *ship* with you. Continue blending with *shed*, *dish*, and *wish*. Write *ring* on the board. Model blending *ring*. Have children say *ring* with you. Continue blending with *ding* and *thing*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH52**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

English Learners

Transfer Skills In Spanish, Haitian Creole, and some Asian languages, there is no direct sound transfer for /sh/ or /th/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /sh/ and /th/.

Linguistic Differences

/th/ Sound For many speakers of African American Vernacular English, the initial /th/ sound in words such as *this* and *then* is produced as a /d/ sound. In words such as *thing* and *through*, the /th/ sound is produced as a /t/ sound. At the ends of words and syllables, such as *bath* and *bathroom*, the /th/ sound is replaced by /f/. Provide articulation support.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short Vowels: Digraphs (*th, sh, ng*)**Read Words**

pat	path	mat	math	bat	bath
hop	shop	hip	ship	sip	shell
sing	rang	with	thick	dish	cash
hung	king	tin	thin	fin	fish

Come on the path with me.
Shut the door on the shed.
We give cash at the shop.
The bell rang.

**Write Words**

th_____	sh_____	_____ath	_____ish
th_____	sh_____	_____ath	_____ish
th_____	sh_____	_____ath	_____ish
_____ng	_____ng	_____ng	_____ng

Short Vowels: Digraphs (*wh, ch, tch*)

TEACH/MODEL

Sound-Spelling Card Display the *Whale Sound-Spelling Card*. Say: *This is the Whale Sound-Spelling Card. The sound at the beginning of whale is /hw/. Have children say /hw/ with you. Write whale on the board. Point to wh as you say: The letters wh can be used to spell the /hw/ sound you hear at the beginning of the word whale.* Then display the *Cheese Sound-Spelling Card*. Say: *This is the Cheese Sound-Spelling Card. The sound at the beginning of cheese is /ch/. Have children say /ch/ with you. Write cheese on the board. Point to ch as you say: The letters ch are used to spell the /ch/ sound you hear at the beginning of the word cheese.*

Blend Words Write the word *when* on the board. Model blending *when* sound by sound as you run your finger under the letters. Have children say the word with you. Continue in this way, blending *whiz*. Then write the word *chin* on the board. Model blending the word *chin* sound-by-sound as you run your finger under the letters. Have children say the word with you. Continue blending with the words *chip, chat, chop, rich, such, and much*. Then write *catch* on the board. Tell students that the sound /ch/ can also be spelled with the letters *tch*. Model blending *catch*. Have children say the word with you. Continue blending with *pitch, match, hatch, itch, fetch, and patch*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH53**. Model blending the words in the first row, and then have children blend them with you. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *chin*. Help children read the word. Then change, add, or delete letters to form the words *chip, chop, much, such, batch, patch, pitch*.

English Learners

Transfer Skills In some languages, such as Vietnamese and Hmong, there is no direct sound transfer for /ch/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ch/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Short Vowels: Digraphs (*wh, ch, tch*)



Read Words

hen	when	hip	chip	hop	chop
such	much	chin	chick	rich	inch
catch	match	ditch	patch	fetch	pitch
wig	whiz	rip	rich	hat	chat
sub	such	bat	batch	cat	chap

Mitch has his lunch.

That is such a big chip.

Let's check on the chicks.

When can you chop the wood?

Write Words

____uch	____atch	ch____
____uch	____atch	ch____
	____atch	ch____
	____atch	

Plurals (-s, -es)

TEACH/MODEL

Introduce Remind children that usually an -s is added to the end of a noun to show that the noun stands for more than one. Write *cat* on the board. Remind children that *cat* names one cat. Add the -s ending to write *cats*. Underline the -s ending, and model how to read the whole word. Remind children that *cats* names more than one cat. Follow the same steps for -es, explaining that -es is added to words ending in *s*, *x*, *z*, *sh*, and *ch*. Use *bus*, *fox*, *buzz*, *dish*, and *bench*. Write *baby* on the board. Model blending *baby*. Remind children that *baby* names one baby. Explain that to make some words that end in *y* plural, you change the *y* to *i* and add -es. Write *babies*. Underline the *ies* and model how to read the whole word.

Blend Words Explain that there are two ways to pronounce the ending -s. Write the word *net* on the board. Model blending *net*. Then add the -s ending. Model blending *nets*. Point out that the -s ending in *nets* makes the /s/ sound. Have children repeat the /s/ sound and then read the word together. Follow the same steps with *rug* and *rugs*. Point out that the -s in *rugs* makes the /z/ sound.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH54**. Ask children to underline the -s at the end of each word in the first row. Model blending the first row. Have children repeat. Use the appropriate blending level to complete the next row. See the **Instructional Routine Handbook**. Repeat for the -es ending in the last three rows. Conclude by having children add -s and -es endings and read the words they have written.

English Learners

Transfer Skills Spanish speakers use -s and -es endings for nouns. In some Asian languages, nouns do not have plural forms. Instead, the plural is indicated with an adjective.

Linguistic Differences

Plurals When the letter -s is added to a word ending in a consonant blend, such as *test* (*tests*), many speakers of African American Vernacular English will drop the final sounds, saying *tes'* or *tesses*. These students will need additional articulation support.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Plurals (-s, -es)

Read Words

hen	hens	map	maps	kit	kits
log	logs	tub	tubs	mop	mops
baby	babies	city	cities	penny	pennies
rich	riches	kiss	kisses	inch	inches
pitch	itches	dish	dishes	mix	mixes

I see six puppies.

There are ten fans.

The cat hid in the bushes.

Two foxes live in the den.



Write Words

van_____	pet_____	job_____
top_____	pig_____	dot_____
box_____	match_____	buzz_____
inch_____	bus_____	wish_____

Soft c and g

TEACH/MODEL

Introduce Display **Word-Building Cards** c and g. Have children say the /k/ and /g/ sounds usually associated with these letters. Explain that sometimes c and g make a different sound. Write *cent* on the board and read it aloud. Say: *The sound at the beginning of cent is /s/.* Have children say /s/ with you. Write *gem* on the board and read it aloud. Say: *The sound at the beginning of gem is /j/.* Have children say /j/ with you. Circle the c in *cent* and the g in *gem*. Tell children that the letter c and g when followed by the vowel e or i often makes the soft /s/ or /j/ sound.

Write *badge* on the board and read it aloud. Say: *The sound at the end of badge is /j/.* Have children say /j/ with you. Circle the *dge*. Say: *The letters dge also make the /j/ sound.*

Blend Words Write *city* on the board. Model blending sound by sound as you run your fingers under the letters. Have children blend the word with you. Continue in this way, blending the words *race*, *place*, and *circle*. Repeat the routine with the words *gentle*, *germ*, *page*, and *gem*. Repeat again with the words *fudge*, *ledge*, and *bridge*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH55**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *cent*. Help children read the word. Then change, add, or delete letters to form the following words: *gent*, *bent*, *bunt*, *budge*, *badge*.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Soft *c* and *g*

Read Words

race	cent	place	cell	nice
gem	gent	huge	page	stage
budge	fudge	edge	ledge	judge
cage	circle	ice	age	slice

We sat on a ledge.

I got on the stage.

We had a race.

This is a nice place.

What is your age?



Write Words

c_____	g_____	_____dge
c_____	g_____	_____dge

Silent Letters

TEACH/MODEL

Introduce Display **Word-Building Cards** *k, n, g, w, r, m,* and *b*. Have children say the regular sounds usually associated with these letters. Explain that when made into certain pairs, these letters make a different sound. Write *knit* on the board and read it aloud. Say: *The sound at the beginning of knit is /n/.* Have children say /n/ with you. Circle the *kn*. Tell children that when the letter *k* comes before the letter *n*, the *k* is silent. Repeat for *gn* using *gnat*, *wr* using *wrap*, and *mb* using *lamb*.

Blend Words Write *knee* on the board. Model blending sound by sound as you run your fingers under the letters. Have children blend the word with you. Continue in this way, blending the words *knock* and *knife*. Repeat the routine with the words *gnaw* and *sign*. Repeat again with the words *wrist* and *write*. Repeat again with the words *thumb* and *numb*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH56**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *know*. Help children read the word. Then have children work in pairs to build words containing the silent letters *kn, gn, wr,* and *mb*.

Differentiated Practice

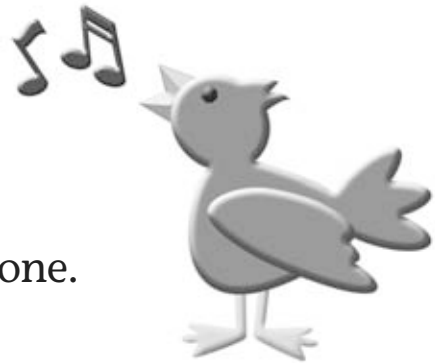
For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Silent Letters

Read Words

knack	knead	knee	knob	knock
gnat	gnaw	gnash	sign	gnome
wrap	wreck	wren	wring	write
comb	lamb	climb	numb	thumb

I saw a lamb.
Sue and Bob can knit.
A wren sat in the tree.
The dog can gnaw on the bone.



Write Words

gn_____	kn_____	wr_____	_____mb
gn_____	kn_____	wr_____	_____mb

Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- For the Real Words section, explain to the child that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the child that these words are made-up words, not real words. The child will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the child misses more than one word per line.

Percentage Table

63–70 correct	90%–100%	28–34 correct	40%–49%
56–62 correct	80%–89%	21–27 correct	30%–39%
49–55 correct	70%–79%	14–20 correct	20%–29%
42–48 correct	60%–69%	7–13 correct	10%–19%
35–41 correct	50%–59%	0–6 correct	0%–9%

Decoding Review



Real Words

am	an	sad	tag	cab
it	sit	him	fill	big
on	hog	lot	fox	dog
egg	red	bet	mess	pen
up	rug	cut	tug	cup
slip	step	plan	spin	trip
and	bend	sent	hunt	bank
shop	thick	with	cash	shell
when	patch	rich	fetch	chop
maps	logs	kisses	dishes	babies
judge	race	cent	gem	page
knit	gnaw	write	comb	wrap

Nonsense Words

sheg	chab	stots	whid	thuzz
knuck	cliss	smend	skitches	shumb

Final e (a_e)

TEACH/MODEL

Review Display **Word-Building Cards** *a, e, i, o,* and *u*. Display each card as children chorally say the sound. Remind children that these are short vowel sounds.

Introduce Tell children that now they will learn long vowel sounds and their spellings. Explain that long vowels say their name: the long *a* sound is /ā/. Point to the *Train Sound-Spelling Card*. Tell children that this is the *Train Sound-Spelling Card*. The sound is /ā/. Today you will teach them one way to spell the long *a* sound. They will learn the other spellings later in the year.

Blend Words Write the word *tap* on the board. Model blending sound by sound. Then add the letter *e* to the end. Tell children that when you add the letter *e*, the vowel says its name. The letters *a* and *e* act as a team to make a long vowel sound. Underline the *a_e* spelling. Point to it, and say /ā/. Have children repeat. Then model blending the word *tape* as you run your finger under the letters. Continue by modeling how to blend the words *cap, cape, rat, rate, name, same, take,* and *skate*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH58**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *made*. Help children read the word. Then change, add, or delete one letter to form the following words: *mad, had, hat, hate, late, gate, gave, cave, cake, bake, rake, take, tame, name, same, shame, shape, shave*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Hmong and Cantonese, there is no direct sound transfer for /ā/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ā/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Final e (a_e)**Read Words**

hat	hate	cap	cape	rat	rate
mad	made	tap	tape	grad	grade
bake	take	make	lake	late	gate
gave	brave	brake	age	race	place
trap	red	brick	lot	up	shop

We made a cake.

Dave gave us a fun game.

What is his name?

"I am not late!" said Jane.

**Write Words**

_____ake	_____ame	_____ate
_____ake	_____ame	_____ate
_____ake	_____ame	_____ate
_____ake	_____ame	_____ate

Final e (*i_e*)

TEACH/MODEL

Review Display **Word-Building Cards** *a, e, i, o,* and *u*. Display each card as children chorally say the sound. Remind children that these sounds are called short vowel sounds.

Introduce Tell children that today they will learn long vowel sounds and their spellings. Explain that long vowels say their name, for example, the long *i* sound is /ī/. Point to the *Five Sound-Spelling Card*. Tell children that this is the *Five Sound-Spelling Card*. The sound is /ī/. Today you will teach them one way to spell the long *i* sound. They will learn the other spellings later in the year.

Blend Words Write the word *hid* on the board. Model blending sound by sound. Then add the letter *e* to the end. Tell children that when you add the letter *e*, the vowel says its name. The letters *i* and *e* act as a team to make a long vowel sound. Underline the *i_e* spelling. Point to it, and say /ī/. Have children repeat. Then model blending the word *hide* as you run your finger under the letters. Continue by modeling how to blend the words *rip, ripe, mine, like,* and *smile*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH59**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *fine*. Help children read the word. Then change, add, or delete letters to form the following words: *fin, fine, spin, spine, shin, shine, line, live, five, file, mile, mice, ice, rice, ride, slide, tide, time, lime, dime*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Cantonese, there is no direct sound transfer for /ī/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ī/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Final e (i_e)**Read Words**

Tim	time	rid	ride	dim	dime
rip	ripe	slid	slide	bit	bite
spin	spine	shin	shine	hid	hide
lake	like	mane	mine	bake	bike
sad	lid	stop	met	fun	slip

I have five white mice.
They like ripe limes.
That nice pet is mine.
Do you have the time?

**Write Words**

_____ine	_____ice	_____ide
_____ine	_____ice	_____ide
_____ine	_____ice	_____ide
_____ine	_____ice	_____ide

Final e (o_e)

TEACH/MODEL

Review Display **Word-Building Cards** *a*, *e*, *i*, *o*, and *u*. Display each card as children chorally say the sound. Remind children that these are short vowel sounds.

Introduce Tell children that today they will learn more long vowel sounds and their spellings. Explain that long vowels say their name, for example, the long *o* sound is /ō/. Point to the *Boat Sound-Spelling Card*. Tell children that this is the *Boat Sound-Spelling Card*. The sound is /ō/. Today you will teach them one way to spell the long *o* sound.

Blend Words Write *hop* on the board. Model blending sound by sound. Then add *e* to the end. Tell children that when you add *e*, the vowel says its name. The letters *o* and *e* act as a team to make the long vowel sound. Underline the *o_e* spelling. Point to it, and say /ō/. Have children repeat. Then model blending the word *hope* as you run your finger under the letters. Continue by modeling how to blend the words *rob*, *robe*, *smoke*, *poke*, *rode*, and *code*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH60**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *robe*. Help children read the word. Then change, add, or delete letters to form the following words: *rob*, *rot*, *not*, *note*, *hole*, *home*, *hose*, *rose*, *pose*, *poke*, *spoke*, *broke*, *woke*, *joke*, *choke*, *chose*, *nose*, *vote*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Hmong and Cantonese, there is no direct sound transfer for /ō/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ō/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Final e (o_e)**Read Words**

not	note	rod	rode	rob	robe
mop	joke	hop	hope	home	globe
rope	tone	sole	stone	pole	bone
rose	rise	pale	pole	drove	drive
shut	drop	step	last	chip	trim

The roses are red.

We rode home on our bikes.

What shape is a globe?

The note is under the stone.

**Write Words**

____oke	____ose	____one
____oke	____ose	____one
____oke	____ose	____one

Final e (e_e, u_e)

TEACH/MODEL

Review Display **Word-Building Cards** *a*, *e*, *i*, *o*, and *u*. Display each card as children chorally say the sound. Remind children that these are short vowel sounds.

Introduce Tell children that they will learn two long vowel sounds and their spellings. Explain that long vowels say their name, for example, the long *e* sound is /ē/. Display the *Tree* **Sound-Spelling Card**. Say: *This is tree. The sound is /ē/*. Then display the *Cube* Sound-Spelling Card. Say: *This is cube. The sound is /ū/*. Today you will teach them one way to spell the long *e* sound and one way to spell the long *u* sound.

Blend Words Write *pet* on the board. Model blending. Then write *Pete*. Point to the letter *e* at the end. Explain that when you add the letter *e*, the vowel says its name. The two *e*'s work together to make a long vowel sound. Underline the *e_e* spelling. Point to it, and say /ē/. Have children repeat. Then model blending *Pete* as you point to the letters. Continue with *these*, *theme*, and *Steve*.

Then write *cut* on the board. Model blending, and then add the letter *e* to the end. Tell children that when you add the letter *e*, the vowel says its name. Therefore, it has the long vowel sound. Underline the *u_e* spelling. Point to it, and say /ū/. Have children repeat. Then model blending the word *cute* as you point to the letters. Continue by modeling how to blend the words *us*, *use*, *hug*, and *huge*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH61**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *them*. Help children read the word. Then change, add, or delete letters to form the following words: *theme*, *these*, *this*, *his*, *hose*, *rose*, *nose*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Cantonese and Korean, there is no direct sound transfer for /ū/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ū/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Final e (e_e, u_e)**Read Words**

pet	Pete	them	theme
us	use	cut	cute
hug	huge	these	ripe
tame	fine	bone	plate

Steve can sing to Eve.

That dog is cute.

We can use these huge mugs.

Pete has a pet mule.

Write Words

_____ete _____ute

_____eme _____ule



Three-Letter Blends

TEACH/MODEL

Review Display **Word-Building Cards** *s*, *t*, and *r*. Display each card as children chorally say the sound.

Introduce Use Word-Building Cards to build the word *strap*. Say: *There are three sounds at the beginning of the word. Let's say them one at a time.* [Point to the *s*.] *What is the sound?* [Wait for choral response. Then point to the *t*.] *What is the sound?* [Wait for choral response. Then point to the *r*.] *What is the sound?* [Wait for choral response.] *When these letters are next to each other, we say their sounds closely together: /ssstrrr/. Say them with me again: /ssstrrr/. [Then model blending the word as you run your finger under the letters.] Now you try. Say it with me: /ssstrrrraap/, strap.*

Blend Words Write the word *split* on the board. Say: *There are three sounds at the beginning of this word also. Let's say them one at a time.* [Point to each letter and say each sound. Wait for choral response before pointing to and saying the next letter.] *When these letters are next to each other, we say their sounds closely together: /ssspIII/. Say them with me again: /ssspIII/. [Then model blending the word as you run your finger under the letters.] Now you try. Say it with me: /ssspIIIiit/, split. Continue by modeling how to blend the words *stroke*, *scrape*, *script*, *spring*, and *splash*.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH62**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use Word-Building Cards to build the word *stripe*. Help children read the word. Then change, add, or delete letters to form the following words: *strip*, *strap*, *scrap*, *scrape*, *scram*.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.



Three-Letter Blends

Read Words

ripe stripe ring string scrub
scrap scrape scratch stand strand
spring spruce sprang sprung sprint
split splint splash splat splotch
stove gave spine Steve mule

We used cloth strips in the mask.

I will scrub the bricks in spring.

Matt made a big splash.

Mom and Fran split the cake.

Write Words

str _____	spr _____	scr _____
str _____	spr _____	scr _____
str _____	spr _____	scr _____

Possessives

TEACH/MODEL

Introduce Explain to children that 's is added to a noun to show who owns something. Write *Jeff* on the board. Model blending. Add 's to write *Jeff's*. Underline 's, and model blending *Jeff's*. Point out that the 's in *Jeff's* has the /s/ sound. Remind children that *Jeff's* tells what belongs to Jeff. Then write *desk* after *Jeff's*. Ask what belongs to Jeff.

Blend Words Write the word *Steve* on the board. Model blending. Then add 's to *Steve*. Model blending *Steve's*. Point out to children that the 's in *Steve's* has the /z/ sound. Have children repeat the /z/ sound and then read the word together. Ask children to name some things that can belong to Steve or Jeff, and write the words on the board after *Steve's* and *Jeff's* (*Steve's pen, Jeff's lunch*). Have children read each phrase. Repeat with *Trish* and *Trish's*; *child* and *child's*; *dog* and *dog's*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH63**. Ask children to underline the 's after each word in the first row. Model blending words in the first row. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**. Have children add 's after words and read aloud what they have written.

English Learners

Blending Difficulties In many languages, speakers show possession in phrases rather than noun endings. Show children how to change phrases such as *the tail of the dog* and *the nest of the bird* to *the dog's tail* and *the bird's nest*, in order to show possession in English.

Linguistic Differences

Possessives In standard academic English, 's is added to a noun to show possession. For many speakers of African American Vernacular English the 's is absent. However, the 's is regularly added to *mine*, as in *This is mines*.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Possessives

Read Words

Meg	Meg's	rat	rat's	June	June's
Jeff	Jeff's	Trish	Trish's	bike	bike's
child	child's	man	man's	Tess	Tess's
hide	slug's	cake	Bob's	huge	ant's
chop	scrap	kid's	splash	Tom's	split

The child's doll is on the bed.

Here is Ann's hat.

The man's face is kind.

Meg's mom will pick her up.



Write Words

Nat _____	Pam _____	Chuck _____
Jim _____	son _____	Fran _____
Dan _____	Jake _____	Pete _____
Belle _____	frog _____	duck _____

Inflectional Ending -ed

TEACH/MODEL

Introduce Explain to children that *-ed* is added to the end of verbs to show that an action happened in the past. Write the word *miss* on the board. Model blending. Remind children that *miss* tells what someone does now. Add the *-ed* ending to write *missed*. Underline the *-ed* ending, and model blending *missed*. Remind children that *missed* tells what someone did before.

Blend Words Explain that there are three ways to pronounce the ending *-ed*. Write the word *kiss*. Model blending. Then add the *-ed* ending. Model blending *kissed*. Point out that the *-ed* ending in *kissed* makes the /t/ sound. Have children repeat the /t/ sound and then read the word together. Follow the same steps with *yell* and *yelled*. Point out that the *-ed* in *yelled* makes the /d/ sound. Repeat with *end* and *ended*. Point out the *-ed* in *ended* makes the /əd/ sound.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH64**. Have children underline the *-ed* at the end of words in the first row. Model blending those words. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**. Then have children add *-ed* endings and read aloud the words they have written.

Build Words Write *ask*, *help*, *smell*, *blink*, *test*, and *lift* on index cards. Help children read each word. Then write *ed* on an index card. Guide children to add *-ed* to each word to form *asked*, *helped*, *smelled*, *blinked*, *tested*, and *lifted*. Have children read aloud each new word formed and write it in a sentence on their **WorkBoards**.

English Learners

Transfer Skills Explain that regular past-tense verbs in English always have an *-ed* ending. In some Asian languages, verbs do not change to show the tense. Adverbs or expressions of time indicate when an action has taken place.

Linguistic Differences

-ed Ending Many speakers of African American Vernacular English understand the use of *-ed* to form the past tense, but leave it out or add sounds when pronouncing the word, as in *pick* or *pickted* for *picked*. Students will need additional work with using *-ed* in writing.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Inflectional Ending -ed

Read Words

stomp stomped brush brushed crash crashed
smash smashed rest rested print printed
lock locked press pressed miss missed
blinked checked duck's spoke bike kicked
Tom's lifted spring crate Kim's matched

We kissed the doll.

She locked a red rock in a box.

He rested in bed.

I kicked the ball.



Write Words

lift _____ click _____ rest _____
stomp _____ help _____ press _____
miss _____ duck _____ match _____
kick _____ smash _____ miss _____

Inflectional Ending *-ing*

TEACH/MODEL

Introduce Display the *Sing Sound-Spelling Card*. Say: *This is the Sing Sound-Spelling Card. The sound is /ing/. What is the sound?* [Wait for choral response.] Remind children that *-ing* can be added to the end of verbs. Write *stand*. Model blending. Add *-ing* to write *standing*. Underline *-ing*, and model blending *standing*. Remind children that *standing* can tell what someone is doing right now, *I am standing*, or what someone did in the past, *I was standing*.

Blend Words Write the word *miss* on the board. Model blending. Then add the ending *-ing*. Model blending *missing* as you run your finger under the letters. Point out to children that the ending *-ing* in *missing* makes the /ing/ sound. Have children repeat the /ing/ sounds and then read the word together. Follow the same steps with *think* and *thinking* and *sing* and *singing*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH65**. Ask children to underline the *-ing* at the end of each word in the first row. Model blending. Have children repeat. Use the appropriate blending level for the remaining rows. See Blending Routine in the **Instructional Routine Handbook**. Conclude by having children add *-ing* and read aloud the word they have written.

Build Words Write *fill*, *bend*, *sink*, *camp*, *sell*, *lift* on index cards. Help children read each word. Then write *ing* on an index card. Guide children to add *-ing* to each word to form *filling*, *bending*, *sinking*, *camping*, *selling*, *lifting*. Have children read each new word formed and write it in a sentence on their **WorkBoards**.

English Learners

Transfer Skills Speakers of several languages, including Arabic, may find the English distinction between the past and present perfect tenses unfamiliar. Show contrasting examples, and explain how the sense of time differs.

Linguistic Differences

***-ing* Ending** Many speakers of African American Vernacular English pronounce words with *-ing* as /ang/. For example, they will say *thang* for *thing*. Emphasize the /i/ sound in these words to help students correctly spell and pronounce them.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Inflectional Ending *-ing*

Read Words

fill	filling	spend	spending	wink	winking
stand	standing	fetch	fetching	miss	missing
bend	bending	smell	smelling	lift	lifting
pink	blinking	chest	resting	poke	ending
Chip's	club's	string	pet's	stripe	Peg's

We are washing the dishes.

He was thinking of a plan.

They are bringing lunch.

I am helping the dog.



Write Words

rest _____	wish _____	smash _____
ask _____	end _____	blink _____
print _____	spend _____	drink _____
kick _____	wink _____	spill _____

Spelling Changes: -ed and -ing

TEACH/MODEL

Review Remind children that *-ed* and *-ing* are added to the end of verbs to show when an action takes place.

Adding a Letter Write *drop* on the board. Then write *dropped*. Underline the *-ed* ending, and model reading the whole word. Then circle the second *p* in *dropped*. Explain that the last letter in *drop* is doubled before adding *-ed*. Then write *dropping*. Underline the *-ing* ending, and model how to read the whole word. Circle the second *p* in *dropping*. Tell children that the last letter in *drop* is also doubled before adding *-ing*. Say: *When a word has a short vowel followed by one consonant, like drop, the final consonant is doubled before adding -ed or -ing.*

Removing a Letter Write the word *race* on the board. Repeat the routine above with *race*, *raced*, and *racing*. Circle the final *e* in *race*. Say: *When a word ends in e, the e is dropped before adding -ed or -ing.*

Blend Words Write the word *step*. Model blending. Then add the ending *-ed*. Model blending *stepped*. Continue by modeling how to blend the words *save* and *saved*, *trade* and *traded*, *smile* and *smiling*, *fake* and *faking*, and *hop* and *hopping*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH66**. Ask children to underline *-ed* or *-ing* at the end of words in the first two rows. Model blending the words. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**. Then have children add *-ed* and *-ing* endings and read the new words.

Build Words Write *bat*, *skip*, *grab*, *smile*, *name*, and *save*. Help children read each word. Then write *-ed* and *-ing*. Guide children to double the final consonant or drop the final *e* and add the endings *-ed* and *-ing* to form *batted*, *batting*, *skipped*, *skipping*, *grabbed*, *grabbing*, *smiled*, *smiling*, *named*, *naming*, *saved*, and *saving*. Have children write each word on their **WorkBoards** and read it.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Spelling Changes: **-ed** and **-ing**

Read Words

bat	batted	skip	skipped	grab	grabbed
tip	tipping	clap	clapping	rip	ripping
smile	smiled	name	named	save	saved
brake	liking	cape	hoping	spring	raking
planting	Bill's	winking	camp	land	sift

Are you batting today?

We named our cat Fuzz.

She smiled and skipped away.

I grabbed my hat from the desk.



Write Words

bat + ed	= _____	smile + ing	= _____
skip + ing	= _____	name + ed	= _____
grab + ing	= _____	save + ed	= _____

Contractions with *n't*

TEACH/MODEL

Introduce Explain to children that a contraction is a word that is made when two words are put together to make one word. The new word means the same thing, but one or more letters are left out. The apostrophe (') is used to show there is a letter or letters missing. Write the words *do not* on the board. Below *do not* write *don't*. Underline the *n't*, and model how to read the whole word. Tell children that in the contraction *don't*, the letter *o* in *not* has been dropped and an apostrophe has been put in its place.

Blend Words Explain that a contraction is one word. Write the words *are not* on the board. Then write *aren't* below it. Underline the *n't*. Model blending as you run your finger under the letters in *aren't*. Follow the same steps with *is not* and *isn't*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH67**. Ask children to underline the *n't* at the end of words in the first row. Model blending the words in the first row. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**. Conclude by having children add *n't* and read aloud the word they have written.

Build Words Write the following words on index cards: *is*, *are*, *has*, *have*, *do*. Write *not* and *n't* on separate index cards. Place the card with *not* beside each word, for example, *is not*. Help children read each word. Then guide children to cover the *not* card with the *n't* card to form the following words: *isn't*, *aren't*, *hasn't*, *haven't*, *don't*. Have children read aloud each new word formed and tell which letter the apostrophe in each contraction replaces.

English Learners

Transfer Skills Ask students if there are contractions in their home languages. (In Spanish, *a + el = al* and *de + el = del*; in Portuguese, *de + as = das*.) Explain that an English contraction uses an apostrophe to replace the missing letters.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Contractions with *n't*

Read Words

do not	don't	is not	isn't	cannot
can't	are not	aren't	has not	hasn't
have not	haven't	was not	wasn't	didn't
raced	racing	lifted	lifting	dropping
Bob's	packed	splash	Anne's	timing

Mike isn't here yet.

We can't find the hats.

Aren't the twins at home?

Fran didn't come with us.

Write Words

are + not = _____

do + not = _____

has + not = _____

is + not = _____

have + not = _____



Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- For the Real Words section, explain to the child that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the child that these words are made-up words, not real words. The child will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the child misses more than one word per line.

Percentage Table

63–70 correct	90%–100%	28–34 correct	40%–49%
56–62 correct	80%–89%	21–27 correct	30%–39%
49–55 correct	70%–79%	14–20 correct	20%–29%
42–48 correct	60%–69%	7–13 correct	10%–19%
35–41 correct	50%–59%	0–6 correct	0%–9%

Name _____

Date _____

Practice
Reproducible
PH68

Decoding Review

Real Words

late	take	name	skate	place
hide	mine	dime	shine	slide
rode	home	chose	globe	broke
these	use	theme	cube	huge
scrap	scrape	stripe	string	scratch
man's	dog's	ant's	Meg's	Jeff's
yelled	ended	pressed	crashed	matched
singing	filling	camping	winking	standing
naming	tapped	saving	grabbing	smiled
don't	isn't	can't	aren't	hasn't

Nonsense Words

grepe	fapped	maving	trabbing	spiled
tobe	blate	clibe	boking	mipped
flibbing	pabed	cupe	gleve	frene
brobe	scrad	strub	ridn't	stob's



Long a (ai, ay)

TEACH/MODEL

Sound-Spelling Card Display the *Train Sound-Spelling Card*. Say: *This is the Train Sound-Spelling Card. The sound is /ā/. What is the sound?* [Wait for choral response.] Say it with me again: /ā/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ā/ sound can be spelled with the letters ai as in nail and the letters ay as in day.* Write each word on the board, and underline the long a spelling. Point to the spelling, and ask children to chorally say the sound. Say: *Now you write each spelling on your **WorkBoards** ten times. Say the sound /ā/ as you write each spelling.*

Blend Words Write *rain* on the board. Model blending. Say: *This is the letter r. It stands for /r/. Say it with me: /rrr/. This is the long a spelling ai. It stands for /ā/. Say it with me: /ā/. Let's put these two sounds together. Listen: /rā/. [Stretch the sounds as you blend.] Now you try. Say it with me: /rrrā/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put all the sounds together. Listen: /rrrānnn/. [Stretch the sounds as you say the word.] The word is *rain*. Now you try. Say it with me: /rrrānnn/. Continue by modeling how to blend *say, may, mail, pail, and pay*.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH69**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *way*. Help children read the word. Then change, add, or delete one letter to form the following words: *say, may, man, main, mail, pail, pain, pin, pan, pay, jay, ray, ran, rain, rail, sail*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Hmong and Cantonese, there is no direct sound transfer for /ā/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ā/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Long a (ai, ay)**Read Words**

ran rain pal pail pan pain
may say day lay play clay
fail sail rail hail jail nail
man main mail tail trail train
eve use stay mule brain those

May I play in the rain?

Today is a good day to sail on the bay.

I put the mail on the train.

A snail is in the pail.

Write Words

___ail ___ain ___ay
___ail ___ain ___ay
___ail ___ain ___ay
___ail ___ain ___ay

Long e (e, ea, ee)

TEACH/MODEL

Sound-Spelling Card Display the *Tree Sound-Spelling Card*. Say: *This is the Tree Sound-Spelling Card. The sound is /ē/. What is the sound?* [Wait for choral response.] Say it with me again: /ē/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ē/ sound can be spelled with the letter e as in be, the letters ea as in read, and the letters ee as in seed. Write each word on the board, and underline the long e spelling. Point to the spelling, and ask children to chorally say the sound. Say: Now you write each spelling on your **WorkBoards** ten times. Say the sound /ē/ as you write each spelling.*

Explain that the letters *ea* sometimes make a shorter sound, as in *bread*. Remind children they need to sound out each word to make sure they're using the correct sounds. Tell them all of the *ea* words in today's lesson have the /ē/ sound.

Blend Words Write *mean* on the board. Model blending sound by sound. Say: *This is the letter m. It stands for /m/. Say it with me: /mmm/. This is the long e spelling ea. It stands for /ē/. Say it with me: /ē/. Let's put these two sounds together. Listen: /mmmē/. [Stretch the sounds as you blend.] Now you try. Say it with me: /mmmē/. This is the letter n. It stands for /n/. Say it with me: /nnn/. Now let's put all the sounds together. Listen: /mmmēnnn/. [Stretch the sounds as you say the word.] The word is mean. Now you try. Say it with me: /mēn/, mean. Continue by modeling how to blend the words *see, seed, seat, leaf, and she*.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH70**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *bean*. Help children read the word. Then change, add, or delete one letter to form the following words: *beat, seat, set, sat, hat, heat, heal, seal, real, read, red, bed, bead, beat, bet*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Cantonese and Korean, there is no direct sound transfer for /ē/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ē/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Long e (e, ea, ee)

Read Words

red	read	bad	bead	main	mean
he	be	me	we	she	sheep
see	seed	need	meet	feet	green
eat	heat	meat	seat	neat	leaf
seal	stay	pea	pain	rain	train

I see a green leaf.

She sat in her seat.

I like to eat green beans.

The sea is very deep.

Write Words

____eat	____ean	____e
____eat	____ean	____ee
____eat	____ead	____eet
____eat	____ead	____eet

Long o (o, oa, ow)

TEACH/MODEL

Sound-Spelling Card Display the *Boat Sound-Spelling Card*. Say: *This is the Boat Sound-Spelling Card. The sound is /ō/. What is the sound?* [Wait for choral response.] Say it with me again: /ō/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ō/ sound can be spelled with the letter o as in no, the letters oa as in soap, and the letters ow as in low.* Write each word on the board, and underline the long o spelling. Point to the spelling, and ask children to chorally say the sound. Say: *Now you write each spelling on your **WorkBoards** ten times. Say the sound /ō/ as you write each spelling.*

Blend Words Write *loaf* on the board. Model blending sound by sound. Say: *This is the letter l. It stands for /l/. Say it with me: /lll/. This is the long o spelling oa. It stands for /ō/. Say it with me: /ō/. Let's put these two sounds together. Listen: /lllō/. [Stretch the sounds as you blend.] Now you try. Say it with me: /lllō/. This is the letter f. It stands for /f/. Say it with me: /fff/. Now let's put all the sounds together. Listen: /lllōfff/. [Stretch the sounds as you say the word.] The word is loaf. Now you try. Say it with me: /lllōfff/. Continue by modeling how to blend the words *coat, coal, low, row, and go.**

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH71**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *boat*. Help children read the word. Then change, add, or delete one letter to form the following words: *goat, got, go, so, no, not, cot, coat, coal, foal, foam, roam, road, rod, row, mow*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Hmong and Cantonese, there is no direct sound transfer for /ō/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ō/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Long o (o, oa, ow)**Read Words**

no	not	rod	road	bat	boat
no	so	go	gold	sold	fold
toad	road	load	loaf	loan	moan
mow	sow	low	glow	grow	crow
me	soap	seat	blow	toast	greet

The old boat is so slow.

No one will loan me a coat.

The oats grow in a row.

The toad and the goat are in the road.

Write Words

___o	___oat	___ow
___o	___oat	___ow
___o	___oad	___ow
___old	___oad	___ow

Long o (oe)

TEACH/MODEL

Introduce Display the *Boat Sound-Spelling Card*. Say: *This is the Boat Sound-Spelling Card. The sound is /ō/. What is the sound?* [Wait for choral response.] Say *it with me again: /ō/*. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /ō/ sound can be spelled with the letters oe as in doe.* Write *doe* on the board and underline the long o spelling. Point to the spelling, and ask children to chorally say the sound. Say: *Now write the oe spelling on your **WorkBoards** ten times. Say the sound /ō/ as you write each spelling.*

Blend Words Write *toe* on the board. Model blending sound by sound. Say: *This is the letter t. It stands for /t/. Say it with me: /t/. This is the long o spelling oe. It stands for /ō/. Say it with me: /ō/. Let's put those two sounds together. Listen: /tō/. The word is toe.* [Run your fingers beneath the letters as you blend the word.] Now you try. Say it with me: /tō/, toe. Continue by modeling how to blend the words *doe* and *aloe*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH72**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *floe*. Help children read the word. Then change, add, or delete letters to form the following words: *hoe, doe, aloe, goes, toes*.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Long o (oe)

Read Words

hoe	doe	goes	aloe	floe
toe	foe	Joe	Moe	oboe
roe	rose	read	bake	sprang
home	moan	mow	soap	meet

I hit my toe.

There was a doe on the road.

Kim used a hoe in the dirt.

Joe and I went to the show.

Write Words

____oe ____oe ____oe ____oe

Long *i* (*i, y, ie, igh*)

TEACH/MODEL

Sound-Spelling Card Display the *Five Sound-Spelling Card*. Say: *This is the Five Sound-Spelling Card. The sound is /i/. What is the sound?* [Wait for choral response.] Say it with me again: /i/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *The /i/ sound can be spelled with the letter i as in child, the letter y as in try, the letters ie as in tie, and the letters igh as in high. Write each word on the board, and underline the long i spelling. Point to the spelling, and ask children to chorally say the sound. Say: Now you write each spelling on your **WorkBoards** ten times. Say the sound /i/ as you write each spelling.*

Blend Words Write *light* on the board. Model blending sound by sound. Say: *This is the letter l. It stands for /l/. Say it with me: /lll/. This is the long i spelling igh. It stands for /i/. Say it with me: /i/. Let's put these two sounds together. Listen: /llli/. [Stretch the sounds as you blend.] Now you try. Say it with me: /llli/. This is the letter t. It stands for /t/. Say it with me: /t/. Now let's put all the sounds together. Listen: /lllit/. [Stretch the sounds as you say the word.] The word is *light*. Now you try. Say it with me: /lllit/. Continue by modeling how to blend the words *sigh, my, might, lie, and mind*.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH73**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *fight*. Help children read the word. Then change, add, or delete one or more letters to form the following words: *tight, light, might, night, right, bright, fright, flight, slight, sight, sigh, high, thigh, tie, try, dry*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Cantonese, there is no direct sound transfer for /i/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /i/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Long *i* (*i, y, ie, igh*)**Read Words**

my	by	fly	fry	try	cry
high	right	bright	might	night	fright
wild	mild	mind	find	kind	blind
tie	my	pies	flies	lie	fight
no	go	ship	shy	row	dry

I saw a bright light in the night.

You might be right.

What can fly high in the sky?

The child will try to tie his shoe.

Write Words

___ild	___y	___ight
___ild	___y	___ight
___ind	___y	___ight
___ie	___ie	___ie

Long e (y, ey, ie)

TEACH/MODEL

Sound-Spelling Card Display the *Tree Sound-Spelling Card*. Say: *This is the Tree Sound-Spelling Card. The sound is /ē/. What is the sound?* [Wait for choral response.] Say it with me again: /ē/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *You already know that the /ē/ sound can be spelled with the letter e as in he, the letters ea as in seat, and the letters ee as in need.* Write each word on the board, and underline the long e spelling. Point to the spelling, and ask children to chorally say the sound. Say: *The /ē/ sound also can be spelled with the letters ie as in field, the letter y as in funny, and the letters ey as in key.* Write each word and underline the long e spelling. Point to the spelling, and have children chorally say the sound. Say: *Now write each spelling on your **WorkBoards** ten times. Say the sound /ē/ as you write each spelling.*

Blend Words Write *field* on the board. Model blending. Say: *This is the letter f. It stands for /f/. Say it with me: /fff/. This is the long e spelling ie. It stands for /ē/. Say it with me: /ē/. Let's put these two sounds together. Listen: /fffē/. [Stretch the sounds as you blend.] Now you try. Say it with me: /fffē/. This is the letter l. It stands for /l/. Say it with me: /lll/. This is the letter d. It stands for /d/. Say it with me: /d/. Now let's put all the sounds together. Listen: /fffēlld/. [Stretch the sounds.] The word is field. Now you say it with me: /fēld/. Continue blending *niece, brief, chief, shriek, happy, silly, and key.**

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH74**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *chief*. Help children read *chief*. Then change, add, or delete one or more letters to form the following words: *thief, brief, piece, niece, nice, rice, ride, hide, hid, he, be, me, she, key, monkey, and money*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Long e (y, ey, ie)**Read Words**

niece	piece	chief	thief	brief	shriek
me	we	be	key	meat	need
funny	happy	silly	floppy	baggy	sleepy
pie	piece	nice	niece	peace	piece
my	sigh	sight	light	fright	key

My niece has a key.

May I have a piece of pie?

We like to play on the field.

Did the chief shriek?

Write Words

___e	___iece	___ief
___e	___iece	___ief
___e	___ield	___ief
___e	___ey	___riek

Inflectional Endings *-er, -est*

TEACH/MODEL

Introduce Explain that the ending *-er* is added to the ending of words to compare two things. Write the word *old* on the board. Say: *Sam is seven years old.* Add the *-er* ending to write *older*. Say: *Maria is one year older than Sam.* Underline the *-er* ending, and model reading the whole word. Remind children that *older* compares Maria's age with Sam's. Then explain that the ending *-est* is added to the ends of adjectives or adverbs to compare more than two things. Write *oldest* on the board. Say: *Angel is ten, and he is the oldest.*

Blend Words with *-er* Write the ending *-er* on the board. Model blending. Have children repeat. Explain that this ending usually has the same sounds at the end of any word it is added to. Then write *fast* on the board. Model blending. Then add the *-er* ending to make *faster*. Model blending as you run your finger under the letters. Have children repeat. Continue with *slow* and *slower*, *clean* and *cleaner*.

Blend Words with *-est* Write the ending *-est* on the board. Model blending. Have children repeat. Explain that this ending usually has the same sounds at the end of any word it is added to. Then write *fast* on the board. Model blending. Then add the *-est* ending to make *fastest*. Blend as you run your finger under the letters. Have children repeat. Continue with *slow* and *slowest*, *clean* and *cleanest*, *safe* and *safest*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH75**.

Ask children to underline the *-er* or *-est* at the end of each word in the first row. Model blending the words in the first row. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Write these words on index cards: *long, neat, quick, slow, fast, high*. Help children read each word. Then write the endings *er* and *est* on separate cards. Guide children to add *-er* and *-est* to each word to form *longer, longest, neater, neatest, quicker, quickest, slower, slowest, faster, fastest, higher, highest*. Have children read each new word. Then have them write sentences with the words on their **WorkBoards**.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Inflectional Endings -er, -est

Read Words

neat	neater	neatest	quick	quicker	quickest
long	longer	longest	fast	faster	fastest
slow	slower	slowest	light	lighter	lightest
kind	train	brightest	paint	sweetest	meaner
deep	lower	roast	snow	pay	highest

He is faster than I am.

She is the fastest of all.

I am the neatest one of all.

You are neater than my brother.

Write Words

bright + er = _____

wild + est = _____

green + er = _____

tall + est = _____

weak + er = _____

Compound Words

TEACH/MODEL

Introduce Explain that a compound word is a word made up of two or more smaller words. The meaning of a compound word can often be figured out by thinking about the meanings of the two smaller words. Write the word *in* on the board. Model reading *in*. Say: *We are in a classroom.* Add *side* to write *inside*. Underline the smaller words *in* and *side* that make up *inside*, and model reading the whole word. Say: *We are inside a classroom.* Remind children that *inside* is a compound word made up of two smaller words. Repeat with *outside*.

Blend Words Explain that to blend the sounds in a compound word, blend the sounds in each of the smaller words that make up the compound word. Write the word *mail* on the board. Model blending sound by sound. Have children repeat. Then add the word *box* to write *mailbox*. Model blending first *mail* and then *box* as you run your finger under the letters. Have children repeat. Point out to children that the words *mail* and *box* make up *mailbox*. Have children read *mailbox* as one word. Explain that a mailbox is a container that holds letters.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH76**. Model blending the first two words in the first row. Have children repeat. Then ask children to underline both smaller words in the compound word. Help children read each smaller word separately and then blend the two together to read the compound word. Continue for the next set of three words. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Write *back, bed, fire, home, gold, and rain* on index cards. Help children read each word. Then write *pack, time, place, made, fish, and coat* on separate cards. Have children put a word from each set together to form *back-pack, bedtime, fireplace, homemade, goldfish, and raincoat*. Have children read the new words.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Compound Words

Read Words

fire	fly	firefly	star	fish	starfish
sun	set	sunset	tea	cup	teacup
rain	bow	rainbow	day	light	daylight
sand	box	sandbox	sun	light	sunlight
day	time	daytime	hand	shake	handshake

I have a cupcake in my backpack.

Look at the raindrop on the rosebud.

Do you sit in the backseat?

I like to eat hotdogs by a campfire.

Write Words

sun + shine = _____

back + pack = _____

home + town = _____

sea + shell = _____

tool + box = _____

Inflectional Endings (Changing *y* to *i*)

TEACH/MODEL

Review Remind children that *-ed* can be added to the end of a verb to show that an action happened in the past. Remind children that *-ing* can be added to the end of a verb to show that an action is happening now.

Introduce Explain that when *-ing* is added to verbs, sometimes a letter is changed. Say: *When will the paint dry?* Write *dry* on the board. Model blending, and have children repeat. Then say: *The paint dried quickly.* Write *dried* below *dry*. Underline the *-ed* ending, and model reading the whole word. Have children repeat. Then circle the *i* in *dried*. Explain that the *y* in *dry* is changed to *i* before adding *-ed*. Then say: *The paint is still drying.* Write *drying* below *dried*. Underline the *-ing* ending, and read the whole word. Have children repeat. Circle the *y* in *drying*. Tell children that the *y* in *dry* is not changed before adding the ending *-ing*.

Blend Words Write *cry* on the board. Model blending *cry*. Then change the *y* to *i* and add the ending *-ed*. Model blending *cried* as you run your finger under the letters. Point out that the ending *-ed* in *cried* makes the /d/ sound. Have children repeat the /d/ sound, and then read *cried* together. Write *cry* again. Read the word, and add the ending *-ing*. Model blending *crying*. Point out that the ending *-ing* in *crying* makes the /ing/ sounds. Have children repeat the /ing/ sounds and read the word together. Continue with *try*, *tried*, and *trying*; *spy*, *spied*, and *spying*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH77**.

Ask children to underline the *-ed* or *-ing* at the end of each word in the first row. Model blending the words in this row. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Write *cry*, *dry*, and *fry*, *spy*, and *try* on index cards. Have children read each word. Then have children add *-ed* and *-ing* to each word using their **WorkBoards**.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Inflectional Endings (Changing *y* to *i*)

Read Words

spy	spied	spying	trying	tried	try
cry	cried	dry	dried	fry	fried
cry	crying	dry	drying	fry	frying
freed	fried	sailboat	dried	sped	spied
spy	died	frying	cupcake	faster	peanut

Mom fried an egg.

I dried my hands.

I tried to find the teacher.

She is spying on me!



Write Words

fry + ed = _____ try + ing = _____

cry + ed = _____ dry + ing = _____

try + ed = _____ cry + ing = _____

dry + ed = _____ fry + ing = _____

Abbreviations

TEACH/MODEL

Introduce Write the word *Wednesday* on the board. Read the word. Point out how long it is. Explain that an abbreviation is a short way of writing a long word or group of words. People memorize abbreviations and the words they stand for.

- Then write the abbreviation *Wed.* on the board. Explain that this is an abbreviation for the long word *Wednesday*. Underline the letters *Wed* in *Wednesday*.
- Point out that the abbreviation for *Wednesday* includes the letters *Wed*. Point to the *W*. Explain that many abbreviations begin with an uppercase letter. Point to the period. Say that a period is used at the end of many abbreviations.
- Finally, remind children that the correct way to read an abbreviation aloud is to say the complete word or group of words that the abbreviation stands for.

Abbreviations for Days of the Week Write these abbreviations and the words they stand for. Help children read each abbreviation by saying the complete word that the abbreviation stands for.

Mon.	Monday	Fri.	Friday
Tues.	Tuesday	Sat.	Saturday
Wed.	Wednesday	Sun.	Sunday
Thurs.	Thursday		

Abbreviations for Months and People Follow the same routine to teach abbreviations for months. Point out that *May* does not have an abbreviation because it is already a short word. Continue with *Mr.*, *Mrs.*, and *Dr.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH78**.

Ask children to identify the first abbreviation in the first row. Explain that the abbreviation stands for the word that follows it. Model blending the word. Have children repeat. Then ask children to underline the letters in the word that are the same as the abbreviation. Repeat for the remaining abbreviations and words. Finally, have children write the word for each abbreviation and read it.

English Learners

Transfer Skills Students may not realize that, in English, the title Doctor, or Dr., is used for both men and women.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Abbreviations

Read Words

Sat.	Saturday	Tues.	Tuesday	Mr.	Mister
Mar.	March	Nov.	November	Jan.	January
TX	Texas	CA	California	GA	Georgia
Rd.	Road	Thurs.	Thursday	Dr.	Doctor
Apr.	April	Sept.	September	Oct.	October

He lives in San Diego, CA.

We will visit Atlanta, GA.

Mrs. Smith is nice.

Dr. Webster gave me a shot.



Write Words

Sept. _____	TX _____
Apr. _____	Mr. _____
Sat. _____	Dr. _____
Tues. _____	

Irregular Plurals

TEACH/MODEL

Review Remind students that singular nouns tell about one thing and plural nouns tell about more than one thing. Say: *I saw one dog.* Write *dog* on the board. Remind children that to form a plural, an -s is often added at the end. Say: *I saw two dogs.* Write *dogs* on the board, and underline the *s*. Tell children that today they will learn about other spellings that can be used to form plurals.

Introduce Plural Spelling -es Explain that sometimes -es is added to form a plural noun. Say: *I have one loaf of bread.* Write *loaf* on the board. Model blending. Have children repeat. Then say: *I have three loaves of bread.* Write *loaves* on the board. Underline the -es ending, and model reading the word. Point out that the *f* or *fe* at the end of some nouns changes to *v* before the plural ending -es is added. Repeat with *wife* and *wives*, *wolf* and *wolves*, and *knife* and *knives*.

Blend Words Explain that when the *f* or *fe* changes to *v*, the -es ending is pronounced /z/. Write *calf* on the board. Model blending. Then change the *f* to *v* and add the -es ending. Model blending *calves* as you run your finger under the letters. Point out to children that the -es ending in *calves* makes the /z/ sound. Have children repeat the /z/ sound and then read the word together.

Introduce Other Plural Spellings Explain that in some words letters change or different endings are added when a plural noun is formed. Say: *We saw one woman.* Write *woman* on the board. Have children repeat. Then say: *We saw four women.* Write *women* on the board. Follow the same routine with *foot* and *feet*, *tooth* and *teeth*, *ox* and *oxen*, and *child* and *children*. Finally, remind children that for some nouns the singular and plural forms of the words are the same. Follow the routine with *sheep* and *deer*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH79**. Model blending the words in the first row. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

English Learners

Transfer Skills English learners may add -s to irregular nouns in sentences or to nouns for which English uses the singular for a quantity: *sheeps, mens, clothings*.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Irregular Plurals

Read Words

wolf wolves elf elves loaf loaves
calf calves wife wives knife knives
ox oxen child children woman women
sheep Dr. tooth shortest baseball feet
half Mr. deer slower seaweed geese

We have knives to cut the loaves.

The woman has three children.

Deer have four feet.

My teeth are white.



Write Words

Singular (One)	Plural (More Than One)
elf	
	children
foot	
	women
sheep	

Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- For the Real Words section, explain to the child that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the child that these words are made-up words, not real words. The child will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the child misses more than one word per line.

Percentage Table

63–70 correct	90%–100%	28–34 correct	40%–49%
56–62 correct	80%–89%	21–27 correct	30%–39%
49–55 correct	70%–79%	14–20 correct	20%–29%
42–48 correct	60%–69%	4–13 correct	10%–19%
35–41 correct	50%–59%	0–6 correct	0%–9%

Name _____

Date _____

Practice
Reproducible
PH80

Decoding Review

Real Words

pail	say	clay	rain	brain
be	seed	meat	feet	mean
go	gold	road	crow	toe
fly	find	mind	try	right
key	niece	happy	sleepy	we
quicker	slower	neatest	lightest	lower
sandbox	teacup	sunset	firefly	daylight
fried	cried	try	tried	trying
Rd.	Jan.	Sat.	Tues.	Oct.
women	elves	knives	children	loaves

Nonsense Words

bain	tay	fe	jeem	meap
deat	poan	fo	doat	cray
zow	tild	smy	high	dight
biel	dappy	mey	daster	slonest

r-Controlled Vowels

/ûr/ (ir, ur, er)

TEACH/MODEL

Sound-Spelling Card Display the *Shirt* Sound-Spelling Card. Say: *This is the Shirt Sound-Spelling Card. The sounds in the middle of shirt are /ûr/. Say the sounds with me: /ûr/.* Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Explain that when a vowel is followed by the letter *r*, the vowel sound changes. Say: *You know that i can stand for /i/, but when i and r are together, they stand for /ûr/.* Tell children that they will learn three spellings for /ûr/.

Blend Words with ir Write *shirt*. Underline *ir*. Say: *The letters ir can be used to spell the /ûr/ sounds you hear in the middle of shirt.* Model blending *shirt*. Have children repeat. Continue with blending *fir, sir, stir, girl, dirt, bird, third, and thirst*.

Blend Words with ur and er Write *hurt*. Underline *ur*. Say: *The letters ur can also spell the /ûr/ sounds.* Model blending *hurt*. Have children repeat. Continue with *turn, burn, curl, and curb*. Repeat the routine with *her, herd, jerk, and fern*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH81**. Model blending the words in the first row. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *fir*. Help children read it. Then change, add, or delete letters to form these words: *sir, stir, skirt, shirt, firm*. Follow the same routine with *turn (burn, burst, purr, fur, curl)* and *her (herd, fern, germ)*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, there is no direct sound transfer for /ûr/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ûr/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

r-Controlled Vowels /ûr/ (ir, ur, er)**Read Words**

her	fern	jerk	verb	clerk	perch
fir	firm	first	stir	dirt	shirt
fur	curl	blur	turn	nurse	purse
bun	burn	herd	head	skirt	skit
fit	fir	hut	hurt	stern	stain

Fern is first in line.

The cat purrs on the curb.

Bert helps a hurt bird.

She got dirt on her skirt.

**Write Words**

____ur	____ir	____er
____ur	____ir	____erk
____urn	____irt	____erk
____urn	____irt	____erd

r-Controlled Vowel /är/ (ar)

TEACH/MODEL

Sound-Spelling Card Display the *Star Sound-Spelling Card*. Say: *This is the Star Sound-Spelling Card. The sounds at the end of star are /är/. What are the sounds?* [Wait for choral response.] Say it with me again: /är/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *You know that a can sound like /a/, but when a and r are together in a word, they stand for /är/.*

Blend Words Write the word *star* on the board. Underline the letters *ar*. Say: *The letters ar can be used to spell the /är/ sounds you hear at the end of the word star.* Model blending the word *star* sound by sound as you run your finger under the letters. Have children say the word with you. Continue in this way, blending the words *far, jar, art, farm, hard, park, and chart*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH82**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *bar*. Help children read the word. Then change, add, or delete letters to form the following words: *car, cart, start, barn, bark, dark, and dart*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, Korean, and Khmer, there is no direct sound transfer for /är/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /är/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

r-Controlled Vowel /är/ (ar)**Read Words**

car	arm	harm	mark	scar	scarf
bar	jar	part	arch	starch	march
art	start	dart	card	charge	large
fir	far	farm	dirt	hurt	her
stir	star	burn	barn	hard	herd

This dart is sharp.

Carl saw a large farm.

Park the car in the barn.

Star has a scar on her arm.

**Write Words**

____ar	____ard	____arm
____ar	____ark	____arm
____ar	____ard	____art
____ar	____arch	____art

r-Controlled Vowel /ôr/ (or)

TEACH/MODEL

Sound-Spelling Card Display the *Corn Sound-Spelling Card*. Say: *This is the Corn Sound-Spelling Card. The sounds in the middle of corn are /ôr/. What are the sounds?* [Wait for choral response.] Say it with me again: /ôr/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Say: *You know that o can sound like /o/, but when o and r are together in a word, they stand for /ôr/.*

Blend Words Write the word *corn* on the board. Underline the letters *or*. Say: *The letters or can be used to spell the /ôr/ sounds you hear in the middle of the word corn. Model blending the word corn sound by sound as you run your finger under the letters. Have children say the word with you. Continue in this way, blending the words born, horn, worn, fork, pork, form, and storm.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH83**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *for*. Help children read the word. Then change, add, or delete letters to form the following words: *form, fork, fort, sort, sport, and short*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish, Vietnamese, Hmong, Cantonese, Haitian Creole, Korean, and Khmer, there is no direct sound transfer for /ôr/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ôr/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

r-Controlled Vowel /ôr/ (or)**Read Words**

for	fort	sort	snort	sport	horn
worn	corn	torn	thorn	pork	fork
cork	lord	form	storm	north	or
for	fur	fir	scar	shirt	short
barn	born	farm	form	perch	porch

Mort likes sports.

The cow snorts and shakes her horns.

Eat your corn with a fork.

Norm has torn his shirt.

Write Words

____or	____orm	____ort
____ord	____ork	____ort
____ord	____ork	____orn
____orm	____ork	____orn

r-Controlled Vowels

/âr/ (air, are, ear)

TEACH/MODEL

Introduce Display the *Chair Sound-Spelling Card*. Say: *This is the Chair Sound-Spelling Card. The sounds at the end of chair are /âr/. Say the sounds with me: /âr/.* Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Explain that when some vowels are combined with the letter *r*, the vowel sounds change. Say: *You know that a can stand for /a/, and the letter i can stand for /i/, but when a and i and r are together, they stand for /âr/.* Tell children that they will learn three spellings for /âr/.

Blend Words with air Write *chair*. Underline *air*. Say: *The letters air can be used to spell the /âr/ sounds you hear at the end of chair.* Model blending *chair*. Have children repeat. Continue with blending *hair, fair, repair, and stair*.

Blend Words with are and ear Write *share*. Underline *are*. Say: *The letters are can also spell the /âr/ sounds.* Model blending *share*. Have children repeat. Continue with blending *care, dare, rare, and stare*. Repeat the routine for /âr/ spelled *ear* using *bear, pear, tear, and wear*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH84**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *scare*. Help children read the word. Then change, add, or delete letters to form the following words: *stare, stair, chair, pair, pear, bear, bare*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, there is no direct sound transfer for /âr/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /âr/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

r-Controlled Vowels /âr/ (air, are, ear)**Read Words**

ware	dare	spare	square
hair	pair	chair	flair
bear	pear	wear	swear
rare	stair	fair	bear
repair	cart	burn	perch

I will repair the blue chair.

You can share your pear.

We saw cows at the dairy.

Be careful on the stairway.

Write Words

____are	____are	____are	____are
____air	____air	____air	____air
____ear	____ear	____ear	____ear

r-Controlled Vowels

/ôr/ (ore, oar)

TEACH/MODEL

Introduce Display the Corn Sound-Spelling Card. Say: *This is the Corn Sound-Spelling Card. The sounds in the middle of corn are /ôr/. Say the sounds with me: /ôr/.* Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Explain that when some vowels are combined with the letter *r*, the vowel sounds change. Say: *You know that o can stand for /o/, and the letter e can stand for /e/, but when o and e and r are together, they can stand for /ôr/.* Tell children that they will learn two spellings for /ôr/.

Blend Words with ore Write *store*. Underline *ore*. Say: *The letters ore can be used to spell the /ôr/ sounds you hear at the end of store.* Model blending *store*. Have children repeat. Continue with blending *more*, *core*, *chore*, and *before*.

Blend Words with oar Write *boar*. Underline *oar*. Say: *The letters oar can also spell the /ôr/ sounds.* Model blending *boar*. Have children repeat. Continue with blending *roar* and *soar*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH85**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *store*. Help children read the word. Then change, add, or delete letters to form the following words: *more*, *chore*, *bore*, *boar*, *soar*, *oar*, *roar*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, there is no direct sound transfer for /ôr/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ôr/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

r-Controlled Vowels /ôr/ (ore, oar)**Read Words**

more	pore	score	core	store
boar	roar	soar	oar	uproar
shore	oar	born	spore	worn
share	chore	wear	hair	before

My chore is going to the store.

We saw a boar at the farm.

Jack gave me more corn.

I heard the lion roar.

Write Words

_____ore	_____ore	_____ore	_____ore
_____oar	_____oar	_____oar	_____oar

r-Controlled Vowels

/îr/ (eer, ear, ere)

TEACH/MODEL

Introduce Display the *Deer Photo Card*. Say: *This is the Deer Photo Card. The sounds at the end of deer are /îr/. Say the sounds with me: /îr/.* Explain that when some vowels are combined with the letter *r*, the vowel sounds change. Say: *You know that ee can stand for /ē/, but when ee is with r, they can stand for /îr/.* Tell children that they will learn three spellings for /îr/.

Blend Words with eer Write *deer*. Underline *eer*. Say: *The letters eer can be used to spell the /îr/ sounds you hear at the end of deer.* Model blending *deer*. Have children repeat. Continue with blending *peer*, *steer*, and *sheer*.

Blend Words with ear and ere Write *hear*. Underline *ear*. Say: *The letters ar can also spell the /îr/ sounds.* Model blending *hear*. Have children repeat. Continue with blending *year*, *clear*, and *gear*. Repeat the routine for /îr/ spelled *ere* using *mere*, *here*, *revere*, and *sincere*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH86**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *jeer*. Help children read the word. Then change, add, or delete letters to form the following words: *peer*, *deer*, *dear*, *fear*, *hear*, *here*, *mere*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

r-Controlled Vowels /îr/ (eer, ear, ere)**Read Words**

jeer	steer	leer	sneer	eerie
dear	shear	clear	year	rear
mere	here	sincere	revere	sphere
chair	horse	earmuff	deer	fir

Put the book here.

I cheer for my team.

Pat will be six this year.

We saw a deer in the clearing.

Write Words

_____eer	_____eer	_____eer	_____eer
_____ear	_____ear	_____ear	_____ear
_____ere	_____ere	_____ere	_____ere

Diphthong /ou/ (ou, ow)

TEACH/MODEL

Review Write *bowl*. Model blending the word. Have children listen for and identify the vowel sound they hear (/ō/). Underline the letters *ow*. Review with children that they have learned that the letters *ow* can stand for the /ō/ sound.

Sound-Spelling Card Display the Cow Sound-Spelling Card. Say: *This is the Cow Sound-Spelling Card. The sound at the end of cow is /ou/. What is the sound?* [Wait for choral response.] Say it with me again: /ou/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Tell children that today they will learn two spellings for the /ou/ sound.

Blend Words with ow Write the word *cow* on the board. Underline the letters *ow*. Say: *You know that ow can stand for the sound /ō/, but the letters ow can also be used to spell the /ou/ sound you hear at the end of the word cow.* Model blending *cow*. Have children say the word with you. Continue in this way, blending the words *now, wow, down, town, plow, crowd, brown, and drown*.

Blend Words with ou Write the word *out* on the board. Underline the letters *ou*. Say: *The letters ou can also be used to spell the /ou/ sound.* Model blending the word *out* sound by sound. Have children say the word with you. Continue in this way, blending the words *shout, loud, cloud, round, sound, south, ouch, and couch*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH87**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *how*. Help children read the word. Then change, add, or delete letters to form the following words: *howl, owl, growl, brow, brown, crown, clown, town*. Follow the same routine with *round (found, ground, hound, sound, south, mouth)*. Have children read each word.

English Learners

Transfer Skills In some languages, such as Spanish, there is no direct sound transfer for /ou/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ou/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Diphthong /ou/ (ou, ow)

Read Words

how	howl	owl	growl	down	frown
out	shout	pout	pound	sound	house
ground	loud	plow	brow	brown	clown
crown	crowd	crouch	mouth	south	now
chow	gown	spout	sport	pond	pound
pot	pout	town	torn	form	mouse

The dogs growl at the clown.

That loud sound is a howl.

Sam shouted that he found an owl.

She sat on a brown couch.



Write Words

____out	____own	____ound
____out	____own	____ound
____outh	____owl	____ound
____outh	____owl	____ound

Diphthong /oi/ (oi, oy)

TEACH/MODEL

Sound-Spelling Card Display the *Boy Sound-Spelling Card*. Say: *This is the Boy Sound-Spelling Card. The sound at the end of boy is /oi/. What is the sound?* [Wait for choral response.] Say it with me again: /oi/. Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card, as needed. Tell children that today they will learn two spellings for the /oi/ sound.

Blend Words Write the word *boy* on the board. Underline the letters *oy*. Say: *The letters oy can be used to spell the /oi/ sound you hear at the end of the word boy.* Model blending the word *boy* sound by sound as you run your finger under the letters. Have children say the word with you. Continue in this way, blending the words *toy, joy, and Roy*. Repeat the routine with *oil*. Then blend the words *soil, broil, coil, coin, point, and moist*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH88**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *joy*. Help children read the word. Then change, add, or delete letters to form the following words: *toy, soy, boys*. Follow the same routine with *broil* (*boil, coil, coin, join, joint, point*). Have children read each new word formed.

English Learners

Blending Difficulties In some languages, such as Hmong, there is no direct sound transfer for diphthong /oi/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing diphthong /oi/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Diphthong /oi/ (oi, oy)**Read Words**

oil	coil	soil	foil	boil	broil
toy	joy	boy	soy	soil	spoil
coin	join	joint	point	voice	choice
Ray	Roy	row	spoil	spill	spur
foil	fail	faint	paint	point	part

The boy put the rope in a coil.

Can I use these coins to buy this toy?

Joy dug a hole in the soil.

Roy points to the paint.

**Write Words**

____oil	____oin	____oil
____oil	____oin	____oy
____oil	____oint	____oy
____oil	____oint	____oy

Variant Vowels Spelled oo

TEACH/MODEL

Sound-Spelling Card for the /ü/ Sound in *book* Display the *Book Sound-Spelling Card*. Read *book*. Say: *The sound in the middle of book is /ü/. What is the sound?* [Wait for choral response. Have children repeat.] Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card.

Blend Words Write *book*. Underline *oo*. Say: *The letters oo can be used to spell the /ü/ sound you hear in book.* Model blending *book*. Have children say it with you. Continue with blending *look, shook, cook, foot, good, and stood.*

Sound-Spelling Card for the /ü/ Sound in *spoon* Display the *Spoon Sound-Spelling Card*. Read *spoon*. Say: *The sound in the middle of spoon is /ü/. What is the sound?* [Wait for choral response. Have children repeat.] Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Then follow the routine to write and blend *soon, room, food, boot, cool, and tooth.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH89**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *roof*. Help children read it. Then change, add, or delete letters to form *woof, wood, good, hood, hook, shook*. Repeat for words with the other sound for *oo*: *boo, boot, hoot, shoot, stool, tool*.

English Learners

Transfer Skills In some languages, there is no direct sound transfer for /oo/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position.

Linguistic Differences

Variant Vowels oo Many speakers of African American Vernacular English drop the /l/ sound in words, particularly in words such as *cool* and *coal*. These children will drop the /l/ when spelling these words as well. Provide additional articulation support.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Name _____

Date _____

Practice
Reproducible
PH89

Variant Vowels Spelled oo

Read Words

book	cook	hook	hood	good	stood
soon	moon	room	tool	pool	stool
zoo	hook	brook	wood	roof	proof
lock	boot	foot	fort	drop	droop
sort	shirt	start	stop	hard	herd

This food is good, too.

The stool is made of wood.

He put the boot on his foot.

Did you leave your room to look at the moon?

Write Words

____oom	____ook	____oon
____oom	____ook	____oon
____ood	____ook	____oot
____ood	____ook	____oot

Variant Vowels /ü/ (ue, ou, ew)

TEACH/MODEL

Introduce Display the *Spoon Sound-Spelling Card*. Read *Spoon*. Say: *The sound in the middle of spoon is /ü/. What is the sound?* [Wait for choral response. Have children repeat.] Model correct articulation using the photo and prompts on the back of the small Sound-Spelling Card. Tell children that they will learn four spellings for /ü/.

Blend Words with ue Write *blue*. Underline *ue*. Say: *The letters ue can be used to spell the /ü/ sound you hear in blue.* Model blending *blue*. Have children repeat. Continue with blending *true*, *Sue*, and *due*.

Blend Words with ou and ew Write *soup*. Underline *ou*. Say: *The letters ou can be used to spell the /ü/ sound you hear in soup.* Model blending *soup*. Have children repeat. Continue with blending *group* and *you*. Repeat the routine for /ü/ spelled *ew* using *new*, *stew*, and *flew*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH90**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build *clue*. Help children read the word. Then change, add, or delete letters to form the following words: *blue*, *flue*, *flew*, *dew*, *due*, *Sue*, *soup*. Have children read each new word formed.

English Learners

Transfer Skills In some languages, there is no direct sound transfer for /ü/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ü/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Variant Vowels /ü/ (ue, ou, ew)**Read Words**

hue	clue	Sue	due
soup	you	group	youth
flew	chew	crew	threw
hug	crude	jar	stop
frame	sing	bland	light

The sky is blue.

We made soup with the group.

Sue threw the ball to Joe.

Can you sing a new song?

Write Words

_____ue	_____ou	_____ew
_____ue	_____ou	_____ew
_____ue	_____ou	_____ew

Variant Vowels /ô/ (aw, au, a)

TEACH/MODEL

Sound-Spelling Card Display the *Straw Sound-Spelling Card*. Say: *This is the Straw Sound-Spelling Card. The sound at the end of straw is /ô/. What is the sound?* [Wait for choral response.] *Say it with me again: /ô/.* Model correct articulation using the photos and prompts on the back of the small Sound-Spelling Card, as needed. Tell children that today they will learn three spellings for the /ô/ sound.

Blend Words with aw, au, and a Write the word *straw* on the board. Underline the letters *aw*. Say: *The letters aw can be used to spell the /ô/ sound you hear at the end of the word straw.* Model blending the word *straw* sound by sound as you run your finger under the letters. Have children say the word with you. Continue in this way, blending the words *paw, saw, jaw, yawn, fawn, and hawk*. Repeat the routine with *haul*. Then blend the words *haunt, fault, and launch*. Repeat the routine with *call*. Then blend the words *ball, bald, salt, malt, and chalk*. Point out the *-all, -alt, and -alk* spelling patterns.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH91**. Model blending the words in the first row, and then have children blend them with you. Use the appropriate blending level to complete the remaining lines. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Use **Word-Building Cards** to build the word *law*. Help children read the word. Then change, add, or delete letters to form the following words: *lawn, dawn, drawn, draw, raw, saw, straw*. Follow the same routine with *haunt* (*haul, Paul*) and *call* (*tall, wall, mall, malt, salt, halt, hall*). Have children read each new word formed.

English Learners

Transfer Skills In some languages, such as Spanish and Korean, there is no direct sound transfer for /ô/. Use the **Sound Pronunciation CD** and the articulation photo and prompts on the back of the small Sound-Spelling Card to model correct mouth position when pronouncing /ô/.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Variant Vowels /ô/ (aw, au, a)**Read Words**

Paul	Saul	fault	haul	haunt	launch
jaw	law	lawn	shawl	cause	pause
all	fall	ball	stall	salt	halt
tale	tall	yawn	yarn	drown	drawn
claw	clap	mail	mall	shirt	paw

A hawk sat on the wall.

Paul saw a tall man.

Can you draw a small claw?

Mom used yarn to make her shawl.

**Write Words**

_____all	_____aul	_____aw
_____all	_____aunch	_____aw
_____all	_____aunt	_____awl
_____all	_____ault	_____awn

Prefixes

TEACH/MODEL

Introduce Explain that a prefix is a word part added to the beginning of a base word to change its meaning. Write the word *like*, and read it. Add the prefix *dis-* to form *dislike*. Underline *dis-*, and model how to read the word. Explain that *dis-* can mean “not” or “the opposite of.” Discuss how *dislike* is the opposite of *like*.

Write the word *tie*, and read it. Add the prefix *un-* to form *untie*. Underline *un-*, and model how to read the word. Explain that *un-* can also mean “not” or “the opposite of.” Discuss how *untie* is the opposite of *tie*.

Repeat with the prefix *re-*. Write *retie*, and model reading it. Say: *The prefix re- changes the base word in a different way. Explain that re- often means “again.” So if my shoes become untied, then I have to retie them, or tie them again.*

Blend Words with *dis-*, *un-*, and *re-* Write the prefix *un-* on the board. Model blending. Have children repeat. Write *lock* on the board. Model blending. Have children repeat. Then add *un-* to make *unlock*. Model blending. Have children repeat. Continue with *pack* and *unpack*, *dress* and *undress*, *roll* and *unroll*, *real* and *unreal*.

Repeat the routine for *dis-* with *able* and *disable*, *loyal* and *disloyal*, and *order* and *disorder*. Then write *re-* and repeat the routine with *heat* and *reheat*, *tell* and *retell*, and *pay* and *repay*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH92**. Ask children to underline *un-* in words in the first row. Model blending words in the first row. Have children repeat. Use the appropriate blending level to complete the rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Write these base words on index cards: *able*, *tie*, *do*, *wind* (pronouncing it /wīnd/), *load*, *charge*, and *lock*. Help children read each word. Write the prefixes *un*, *dis*, and *re* on separate cards. Guide children to add the prefixes, one at a time, to each base word. Help them read the new word. Then work with children to determine if the new word is real or a nonsense word. If it's a nonsense word, encourage them to try matching the base word with a different prefix. Have children write each new word formed on their **WorkBoards**.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Prefixes

Read Words

unclean unfold uncover unfair unwrap unhurt
remix refill rename recock restack recount
disorder dislike displace distaste discover disobey
recut uncut untie retie unpaid repaid
real recall yawn undo raise reuse

It is unfair to be unkind.

Is that bike unsafe?

Reread the book about an unhappy man.

I dislike unclean desks.

Write Words

un + made = _____ re + draw = _____
un + happy = _____ re + sell = _____
dis + like = _____ dis + obey = _____

Suffixes

TEACH/MODEL

Introduce Suffixes -er and -or Explain that a suffix is a word part added to the end of a base word to change its meaning (and often its part of speech). Write *read*, and say it aloud. Add the suffix *-er* to make *reader*. Underline *-er*, and model how to read the word. Explain that *-er* can mean “one who does something.” Say: *A person who reads is a reader.* Point out that *-or* works the same way and sounds the same as *-er*. Write *act* on the board, and change it to *actor*. Underline *-or*, and model reading the word. Explain that a person who acts is an *actor*.

Introduce Suffix -ly Write *nice* on the board, and read it with children. Then add the suffix *-ly* to make *nicely*. Say: *The suffix -ly changes the base word in a different way. It tells how something is done.* Underline *-ly*, and model how to read the whole word. Say: *If you say something nicely, you say it in a nice way.*

Blend Words Write *-er* and *-or*. Write *help* on the board. Model blending. Have children repeat. Then add *-er* to make *helper*. Model blending. Have children repeat. Continue blending with *sail* and *sailor*, *sing* and *singer*, *teach* and *teacher*, *play* and *player*, and *farm* and *farmer*. Follow a similar routine with *-ly*. Blend these words: *sweet* and *sweetly*, *safe* and *safely*, *quick* and *quickly*, and *slow* and *slowly*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH93**. Ask children to underline *-er* or *-or* at the end of each base word in the first row. Model blending. Have children repeat. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Have children write these words on their **WorkBoards**: *loud*, *sad*, *soft*, *wise*, and *quick*. Help children read each word. Guide them to form *loudly*, *sadly*, *softly*, *wisely*, *quickly*. Have children read each new word. Then have them write *paint*, *catch*, *act*, *sail*, *farm*, *speak*. Help children read each word. Help them form *painter*, *catcher*, *actor*, *sailor*, *farmer*, *speaker*. Have children read each word.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Suffixes

Read Words

sell	seller	actor	walker	sweeper	teacher
sing	singer	sailor	jumper	player	dreamer
sadly	likely	hotly	sweetly	shortly	brightly
ear	eater	hardly	happy	reader	reread
heater	hear	remix	mixer	smallest	smartly

The teacher spoke softly.

The actor smiles sadly.

Did the singer sing loudly?

The cat jumps quickly and lands lightly.

Write Words

sail + or = _____

farm + er = _____

pitch + er = _____

loose + ly = _____

slow + ly = _____



Suffixes

TEACH/MODEL

Introduce Suffix -ful Explain that a suffix is a word part added to the end of a base word to change its meaning (and often its part of speech). Write *color*, and read it aloud. Add the suffix *-ful* to make *colorful*. Underline *ful* and model how to read the word. Explain that *-ful* means “full of.” Say: *Something that is colorful is full of color.*

Introduce Suffix -less Write *color* again and read it aloud. Add the suffix *-less* to make *colorless*. Underline *less* and model how to read the word. Explain that *-less* means “without.” Say: *Something that is colorless is without color.*

Blend Words Write *care*. Model blending, and have children repeat. Then add *-ful* to make *careful*. Model blending, and have children repeat. Replace *ful* with *less* to make *careless*. Model blending, and have children repeat. Continue blending by adding *-ful* and *-less* to the base words *fear*, *law*, and *pain*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH94**. Model blending the words in the first row, then have children blend them with you. Use the appropriate blending level to complete the remaining rows. See Blending Routine in the **Instructional Routine Handbook**.

Build Words Help children write these words on their **WorkBoards**: *taste*, *fruit*, *help*, and *power*. Help children read each word. Guide them to form *tasteful*, *fruitful*, *helpful*, and *powerful*. Have children read each new word. Then have them write the base words again and add *-less* to form *tasteless*, *fruitless*, *helpless*, and *powerless*. Have children read each new word.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Suffixes

Read Words

ageless	endless	homeless	painless
truthful	useful	graceful	cheerful
spotless	painful	playful	careless
peaceful	lawless	hopeful	hopeless
loudly	farmer	careful	priceless

Be careful crossing the street.

The sky was cloudless.

Her room is spotless.

It was peaceful in the forest.

Write Words

_____less	_____less	_____ful	_____ful
_____less	_____less	_____ful	_____ful
_____less	_____less	_____ful	_____ful

Two- and Three-Syllable Words

TEACH/MODEL

Review Remind children that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 227.) Review how a prefix is added to the beginning of a base word and a suffix is added to the end.

Introduce Write *heat*, and read it with children. Explain that *ea* spells the vowel sound /ē/. Point out that *heat* has one vowel sound, so it has one syllable. Explain that you will clap once for every syllable, or vowel sound, in a word. Say *heat* again and clap as you say it. Say: *I clapped once, so I know heat has one syllable.* Add the prefix *re-* to make *reheat*. Read it with children. Point out that *re-* adds a syllable, so *reheat* has two syllables. Say *reheat* again, and clap twice. Add *-ing* to make *reheating*. Read this word with children. Point out that *-ing* adds another syllable, so *reheating* has three syllables. Read the word again, and clap three times. Explain that it has three vowel syllables. Reread *heat*, *reheat*, and *reheating*, and have children clap out the syllables in each word. Repeat with *like*, *unlike*, and *unlikely*.

Blend Words Explain that when children see a long word, they should try to break it into syllables or chunks. They can look for a word they know and see if it has a prefix or suffix added. Model drawing a line to divide *reheat* into two syllables: *re- + heat*. Model blending each syllable, and then say the whole word: *re . . . heat . . . reheat*. Repeat with *reheating*, breaking it into three syllables (*re- + heat + -ing*). Continue with *unlike*, *unlikely*, *repaint*, *repainted*, *remind*, and *reminder*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH95**. Have children draw a line to divide words in the first row into syllables. Model blending the words in the first row. Have children repeat. Use the appropriate blending level to complete the remaining rows. See the **Instructional Routine Handbook**.

Build Words Have children write these base words on their **WorkBoards**: *sell*, *pack*, *fold*, *act*. Help children read each word. Guide them to add *un-*, *re-*, *-ed*, *-ing*, *-er*, *-or*, or *-ly* to form: *seller*, *reseller*, *selling*, *repack*, *packer*, *unpacking*, *unfold*, *refolded*, *folder*, *actor*, *acting*, *reacting*. Have children read each new word.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Two- and Three-Syllable Words

Read Words

sadly remix refill unwisely unclearly
actor shortly recall unloaded unchaining
softly safely repaying replaying unfolded
unclear unclean unpacking repacking reloaded

Do you know how to reheat your meal safely?

Mom quickly repainted the folding chair.

Ben is refolding and repacking his shirts.

The actor was loudly retelling the story.

Write Words

re + heat = _____ re + heat + ing = _____

un + fold = _____ un + fold + ed = _____

clear + er = _____ clear + ly = _____



Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- Explain to the child that he or she is to read each word. You will circle all the words read correctly.

SCORING THE REVIEW

- Total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors. Each line of the review represents a different phonics skill.
- Reteach those skills in which the child misses more than one word per line.

Percentage Table			
68–75 correct	90%–100%	32–38 correct	40%–49%
61–67 correct	80%–89%	24–31 correct	30%–39%
54–60 correct	70%–79%	16–23 correct	20%–29%
46–53 correct	60%–69%	8–15 correct	10%–19%
39–45 correct	50%–59%	0–7 correct	0%–9%

Name _____

Date _____

Practice
Reproducible
PH96

Decoding Review

Real Words

fur	stir	verb	nurse	skirt
jar	farm	yard	large	march
for	sort	pork	storm	score
spare	square	hair	pair	bear
roar	boar	more	score	soar
dear	here	clear	sneer	cheer
how	growl	pout	pound	mouse
boy	coin	voice	toy	spoil
soon	hood	brook	droop	stood
clue	group	threw	due	flew
law	haul	mall	sprawl	fault
unfair	remix	untie	unpaid	recount
hotly	actor	walker	smartly	reader
useful	playful	ageless	careless	endless
unclearly	repaying	unwisely	sadly	remix

Closed Syllables

TEACH/MODEL

Review Remind children that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 227.)

Introduce Write the word *napkin* on the board. Say the word, and clap the syllables. Explain that this word has two vowels that stand for two vowel sounds, so it has two syllables. Draw a line between the syllables (*nap|kin*). Explain that you have divided the word into syllables to make it easier to read. Point out that each syllable ends with a consonant. This is called a closed syllable. The vowel is “closed in” by the consonant. The vowel sound in a closed syllable is usually the short vowel sound, in this case short *a*, /a/. Model how to pronounce each syllable, and use it to read the whole word. Say: *The first syllable is nap, which I know is pronounced /nap/. The second syllable is kin, which is pronounced /kin/. When I put the two syllables together, nap . . . kin, I get the word napkin.*

Follow the same procedure with the word *cabin*: Write *cabin* on the board, divide it into syllables (*cab|in*), point out the consonant-short vowel-consonant pattern in the first syllable, and use the same modeling script as above to sound out and read *cabin*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH97**. Model reading the words in the first row. Then ask children to draw a line to divide the two-syllable words into syllables, placing the line after the second consonant. Point out the consonant-short vowel-consonant pattern in the first syllable. Pronounce the syllable, and have children repeat. Then help children put the two syllables together to read the whole word.

Build Words Write the following word parts on index cards: *pen, pic, it, bas, nic, al, hap, pet, vis, ket*. Help children read the word parts. Then guide children to put the word parts together to form the following words: *picnic, happen, visit, basket, petal*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Closed Syllables

Read Words

cab cabin cat catnip win window
magnet model topic pencil second target
subject visit bottom pedal polish finish
muff muffin tune tunnel coast contest
came camel robe robin seen seven

Mom got the picnic basket.
This melon is rotten.
We can visit my pet rabbit.
There is a lemon in the salad.



Write Words

rab + bit = _____
hid + den = _____
in + dex = _____
pub + lish = _____
sat + in = _____

Open Syllables

TEACH/MODEL

Review Write the word *kitten* on the board. Remind children that they have learned how to break this word into syllables. (See the Six Basic Syllable Patterns Chart on page 227.) Have them tell you where to divide the word (*kit|ten*) and then read the word with you. Point out the double consonants in the middle of this word.

Introduce Now write the word *hotel* on the board. Draw a line after the *o* (*ho|tel*). Tell children that when the first syllable ends with a vowel, it is an open syllable. The vowel sound is usually long; the vowel can “say its name.” In this case, it is long *o*, /ō/. Model how to pronounce each syllable in *hotel* and use it to read the whole word. Say: *The first syllable ends with a long vowel sound for o, which is /ō/, so the first syllable is /hō/. The second syllable is tel, which is pronounced /tel/. When I put the two syllables together, ho . . . tel, I get the word hotel.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH98**. Model reading the words in the first row. Then ask children to draw a line to divide the words into syllables, placing the line after the first vowel. Pronounce the syllable, and have children repeat. Then help children put the two syllables together to read the whole word.

Build Words Write the following word parts on index cards: *nal, la, bel, ro, nut, zy, fi, la, do, bot*. Help children read the word parts. Then guide children to put the word parts together to form the following words: *final, lazy, label, robot, donut*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Open Syllables

Read Words

donut final music lady chosen total
pilot label open lazy moment pretend
tulip minus bacon silent frozen protect
basket basin robin robot even seven
pony puppy model motel oven open

The pony ate the bacon.
The donut shop is open.
This lady is a pilot.
The robot will protect us.



Write Words

mus + ic = _____
la + bel = _____
ro + bot = _____
ho + tel = _____
fro + zen = _____

Consonant + /e Syllables

TEACH/MODEL

Review Remind children that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 227.)

Introduce Write the word *simple* on the board. Point out that when a word ends in *-le*, the consonant before it plus the letters *-le* form the last syllable. This is called a consonant + *le* syllable. Underline the syllable *ple* in the word *simple*. Model how to pronounce the syllable and use it to read the whole word. Say: *I know that -le and the consonant before it form the last syllable in a word. Therefore, the last syllable in simple is ple. That is pronounced /pəl/. That leaves sim, which is pronounced /sim/ because it is a closed syllable with a short vowel sound. When I put the two syllables together, sim . . . ple, I get the word simple.*

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH99**. Teach children how to pronounce each consonant + *le* syllable. Then model blending the syllables and words in the first row. Have children repeat. Then ask children to underline consonant + *le* syllable in the longer words. Then help children put the two syllables together to read the whole word.

Build Words Write the following word parts on index cards: *ble, gle, ple, tle, bub, ca, peb, gig, rip, ap, cat, bot*. Help children read the word parts. Then guide children to put the word parts together to form the following words: *bubble, cable, pebble, giggle, ripple, apple, cattle, bottle*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Consonant + /e Syllables

Read the Syllables

ble	cle
dle	fle
gle	ple
tle	zle



Read Words

can	candle	a	able
sad	saddle	fa	fable
jug	juggle	ca	cable
wig	wiggle	ma	maple
mid	middle	sta	staple
man	mantle	no	noble

A pebble is little.

I am stuck in the middle.

The table wobbles a lot.

The bottle is full of apple juice.

Vowel Team Syllables

TEACH/MODEL

Review Write *train*, *boat*, *boy*, *key*, *day*, and *low* on the board, and model reading them. Remind children that two letters together can stand for one vowel sound, such as *ai*, *oa*, *oy*, *ey*, *ay*, and *ow*. Remind children that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 227.)

Introduce Say: *The /ē/ sound can be spelled many ways, such as with the letters ea as in sea, the letters ey as in key, and the letters ee as in see.* Write each one-syllable word on the board, and underline the /ē/ spelling. Point to each spelling, and ask children to chorally say the sound. Say: *Each of these underlined letter groups is a vowel team because they work together to form one vowel sound.* Then write *season*, *alley*, and *seeing*. Say: *Some longer words contain one or more vowel teams. When these words are divided into syllables, the vowel teams should be kept together in the same syllable.* Model dividing *season* into syllables (*sea|son*). Pronounce each syllable. Have children repeat. Then help children put the two syllables together to read the whole word. Repeat with the other words.

Use the same routine to teach other vowel-team spellings.

- Write and read these one-syllable words: *float* and *bow*. Underline each /ō/ spelling. Then write and read these two-syllable words: *floating* and *elbow*.
- Write and read these one-syllable words: *rail* and *way*. Underline each /ā/ spelling. Then write and read these two-syllable words: *railroad* and *subway*.
- Write and read this one-syllable word: *high*. Underline the /ī/ spelling. Then write and read this two-syllable word: *highway*.
- Write and read this one-syllable word: *joy*. Underline the /oi/ spelling. Then write and read this two-syllable word: *joyful*.

PRACTICE/APPLY

Practice Reproducible Distribute **Practice Reproducible PH100**. Model blending the words in the first row. Have children circle vowel teams in these words and then draw a line to divide each word into syllables. Have children practice blending the remaining words.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Vowel Team Syllables

Read Words

sixteen	elbow	subway	railroad	freedom
contain	valley	yellow	annoy	season
oatmeal	enjoy	coffee	highway	shadow
pile	pillow	follow	flow	chimed
alley	allow	winding	window	seesaw

I enjoy oatmeal.

Follow me to the subway.

The line on the highway is yellow.

He hurt his elbow on the seesaw.



Write Words

mid + night = _____

fif + teen = _____

yel + low = _____

an + noy = _____

cof + fee = _____

Final e Syllables

TEACH/MODEL

Review Write *fine* on the board, and read it with children. Underline *ine* and circle the *e*. Explain, as you point to these three letters, that when a word ends with vowel-consonant-final *e*, the *e* is silent and the vowel (point to *i*) is usually long. Repeat with *bone* and *name*. Now remind children that every syllable in a word has only one vowel sound. (See the Six Basic Syllable Patterns Chart on page 227.)

Introduce Write *combine* on the board. Tell children that you will divide the word into syllables to make it easier to read. Draw a line to divide the word into syllables (*com|bine*). Say: *I know that every syllable has one vowel sound. In this word, I see that the first syllable is a closed syllable because it ends with a consonant. This means that the vowel sound is probably short, so I'll say it with a short o sound, /kom/. In the second syllable, the e and the vowel before it act as a team, so they stay in the same syllable. The silent e makes the vowel say its name. So I'll say the second syllable with a long i sound, /bin/. When I put those two syllables together, I get com . . . bine, combine. That's a word I know.* Repeat with *became* and *suppose*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH101**. Model blending the words in the first row. Have children repeat. Have children draw a line to divide each word into syllables. Then ask children to find the syllable that contains the silent *e* and tell you what vowel sound they hear in that syllable. Pronounce it, and have children repeat. Then identify the vowel sound (the long vowel sound). Help children put the two syllables together to read the whole word. Have children practice reading the remaining words.

Build Words Write the following word parts on index cards: *be, rise, mis, tile, came, ex, sun, take, rep, cite*. Help children read the word parts. Then guide children to put the word parts together to form the following words: *became, sunrise, mistake, reptile, excite*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Final e Syllables

Read Words

suppose	inside	pancake	sunshine	beside
reptile	combine	decide	trombone	complete
confuse	escape	became	explode	airplane
exit	excite	campfire	camping	tape
proud	provide	bookcase	buckle	dived

The reptile sat in the sunshine.
Do you suppose this is a mistake?
Did she decide to prepare lunch?
My trombone is inside this case.



Write Words

con + fuse = _____
es + cape = _____
pro + vide = _____
pan + cake = _____
air + plane = _____

r-Controlled Vowel Syllables

TEACH/MODEL

Review Write *her* on the board, and underline the *r*. Say *her*, and have children repeat after you. Remind children that when a vowel is followed by *r*, it stands for a vowel sound that is neither long nor short. Repeat with *star* and *fort*. Now remind children that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 227.)

Introduce Write *person* on the board. Tell children that you will divide this word into syllables to make it easier to read. Draw a line to divide it into syllables (*per|son*). Point out that the first syllable ends with *r*, so the vowel in this syllable is *r*-controlled, which means the *r* changes how the vowel sounds. These two letters work together to make a new vowel sound, so they must stay together in the same syllable. Model how to pronounce each syllable, and use the syllables to read the whole word. Say: *Since the first syllable ends in er, I'm going to pronounce it to rhyme with her, /pûr/. The second syllable is a closed syllable, so I'll pronounce it /son/. When I put the two syllables together, per . . . son, I get person.*

Point out that when the second syllable in a word ends with vowel + *r*, the vowel sound is usually similar to *e* + *r*. Write *letter*, *actor*, and *cellar* on the board. Divide the words into syllables (*let|ter*, *ac|tor*, *cel|lar*), and underline *er*, *or*, and *ar*. Say each word, emphasizing the vowel + *r* at the end of the second syllable. Have children repeat. Point out that in all three words, the second syllable ends with /ər/.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH102**. Model blending the words in the first row. Then ask children to draw a line to divide each word into syllables. Have children circle the vowels that are followed by an *r*. Pronounce each syllable. Have children repeat. Then help them put the two syllables together to read the whole word. Have children read the remaining words.

Build Words Write *hor*, *toon*, *tle*, *per*, *net*, *tur*, *mar*, *turn*, *ket*, *re*, *car*, and *fume* on index cards. Help children read the word parts. Then guide them to put the word parts together to form *hornet*, *perfume*, *turtle*, *market*, *return*, *cartoon*. Have children read each new word formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

r-Controlled Vowel Syllables



Read Words

carton	never	hammer	turtle	artist	thirteen
person	garden	motor	spider	sparkle	whisker
forget	silver	morning	slipper	surprise	thirsty
cannot	carpet	circus	circle	burger	burglar
support	suppose	model	modern	ever	even

My slippers are purple.

There is a spider in the garden.

She had a burger for dinner.

We went to the market in the morning.

Write Words

pur + ple = _____

bor + der = _____

tar + get = _____

ham + mer = _____

mod + ern = _____

Two- and Three-Syllable Words

TEACH/MODEL

Review Remind children that every syllable in a word has one vowel sound. (See the Six Basic Syllable Patterns Chart on page 227.) Then remind children that two letters together can stand for one vowel sound. Write *moist, mouse, look, bay, moon, flew, blue, group, and claw*. Have children identify the vowels and sound in each word. If needed, remind children that vowel sounds, including diphthongs such as /oi/ and /ow/, can be spelled many ways.

Introduce Write *day*, and read it with children. Remind children that *ay* spells the vowel sound /ā/. Point out that *day* has one vowel sound, so it has only one syllable. Explain that you will clap once for every syllable, or vowel sound, in a word. Add *yester* to *day* to make *yesterday*. Say *yesterday* and clap as you say each syllable. Say: *I clapped three times, so I know yesterday has three syllables.*

Point to *yesterday* again, and ask children to identify and underline the vowel team (*ay*). Say: *The underlined letter group is a vowel team because the letters work together to form one vowel sound. Some longer words contain one or more vowel teams. When these words are divided into syllables, the vowel teams should be kept together in the same syllable.* Model dividing *yesterday* into syllables (*yes|ter|day*). Pronounce each syllable. Have children repeat. Then help children put the three syllables together to read the whole word.

If children need additional practice identifying or reading vowel team syllables in shorter words, review Lesson 100, pages 200–201, before going on.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH103**. Model blending the words in the first row, then have children blend them with you. Have children circle vowel teams in these words (pointing out that there may be more than one vowel team), and then draw lines to divide each word into syllables. Have children practice blending the remaining words.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Two- and Three-Syllable Words

Read Words

overhaul	yesterday	vowel	approach
stowaway	towboat	enjoyment	boundary
neighborhood	however	outstanding	withdraw
woodpecker	seasoning	boycotted	thoughtful
elbow	valley	contained	freedom

Yesterday I saw a woodpecker.

There was a stowaway on the towboat.

Trees made a boundary around the valley.

I get enjoyment from playing basketball.

Write Words

o + ver + haul	= _____
out + stand = ing	= _____
neigh + bor + hood	= _____
con + tain + ed	= _____
how + ev + er	= _____



Word Families

TEACH/MODEL

Introduce Write the words *ham* and *Sam* on the board. Point out that both words end in *-am* and have the sounds /am/. Explain that words that sound alike and have a similar spelling are part of a word family. The words *ham* and *Sam* are in the same word family because they both end in *-am*. Tell children that learning word families can help them read new words. If they look for familiar word chunks, such as *-am*, in new words, it will help them read those words.

Blend Words Say: *There are many different word families. Here's one.* Write the letters *-ad* on the board. Model blending. Then write *dad*. Model blending as you run your finger under the letters. Circle the letters *-ad*. Then write *Brad*. Say: *I see something familiar in this word. I see the letters -ad as in dad, a word I know well. This can help me read this new word. Since I know that the letters br stand for /br/ and the word chunk -ad stands for /ad/, I can put those word parts together to make Brad.* Repeat with *bad, mad, sad, and clad*. Continue by modeling how to blend words with *-ut, -id, -ot, -un, -et, -op, -ox, -ix, -ed, and -en*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH104**. Model blending the first word in each row, then have children chorally blend the remaining words.

Build Words Use **Word-Building Cards** to build words with each word family: *-am, -ad, -ut, -id, -ot, -un, -et, -op, -ox, -ix, -ed, and -en*. Place the word family in a pocket chart. Have children add consonants, blends, and digraphs to the beginning to form words. Help children read each word. Record all real words formed.

Top 37 Phonograms in English

The following four lessons cover the top 37 phonograms in English. A phonogram is a letter or group of letters that stand for a sound, a syllable, or a word part that appears at the end of a word but does not have meaning. Some examples are *-ug* in *bug* or *-ay* in *say*. Nearly 500 primary-level words can be formed from the top 37 phonograms. Learning these 37 phonograms will help your students decode many related words.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Word Families

Read Words

ham	Sam	sham	cram	gram	slam
glad	mad	had	sad	Brad	pad
hut	shut	strut	rut	but	tut
hid	bid	slid	did	lid	mid
not	shot	plot	trot	hot	rot
fun	pun	run	tun	bun	shun
met	bet	wet	get	let	net
box	fox	pox	boxes	foxes	poxes
six	mix	fix	helix	nix	prefix
bed	red	sled	shed	fed	led
ten	when	then	men	pen	zen
chat	pal	hum	gate	cold	bog

Shut the box lid, Sam.

We hid when we saw the fox.

Brad was mad that he had missed the bus.

I bet you will get wet!

Ten men went into the pig pen.

Word Families

TEACH/MODEL

Introduce Write the words *man* and *ran* on the board. Point out that both words end in *-an* and have the sounds /an/. Explain that words that sound alike and have a similar spelling are part of a word family. The words *man* and *ran* are in the same word family because they both end in *-an*. Tell children that learning word families can help them read new words. If they look for familiar word chunks, such as *-an*, in new words, it will help them read those words.

Blend Words Say: *There are many different word families. Here's one.* Write the letters *-ug* on the board. Model blending. Then write *bug*. Model blending as you run your finger under the letters. Circle the letters *-ug*. Then write *shrug*. Say: *I see something familiar in this word. I see the letters -ug as in bug, a word I know well. This can help me read this new word. Since I know that the letters sh stand for /sh/, r stands for /r/, and the word chunk -ug stands for /ug/, I can put those word parts together to make shrug.* Repeat with *hug*, *dug*, *tug*, *slug*, and *plug*. Continue by modeling how to blend words with *-an*, *-ap*, *-at*, *-in*, *-ip*, *-op*, *-aw*, *-or*, and *-ir*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH105**. Model blending the first word in each row, then have children chorally blend the remaining words.

Build Words Use **Word-Building Cards** to build words with each word family: *-an*, *-ap*, *-at*, *-in*, *-ip*, *-op*, *-ug*, *-aw*, *-or*, and *-ir*. Place the word family in a pocket chart. Have children add consonants, blends, and digraphs to the beginning to form words. Have children read each word. Record all real words formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Word Families

Read Words

at	sat	mat	bat	rat	flat
lap	map	nap	snap	slap	clap
lip	sip	rip	trip	flip	ship
bell	yell	well	sell	smell	dwell
top	hop	mop	stop	drop	flop
saw	paw	jaw	law	claw	draw
ran	fan	man	van	pan	plan
bug	hug	dug	rug	mug	plug
win	fin	pin	chin	thin	skin
sir	fir	stir	sir	stir	whir
or	organ	for	former	nor	normal

Can you draw a cat's paw?

Bill will fill his cup and then sip it.

Do not trip and rip your pants.

She had a nap in her mom's lap.



Word Families

TEACH/MODEL

Introduce Write the words *best* and *nest* on the board. Point out that both words end in *-est* and have the sounds /est/. Explain that words that sound alike and have a similar spelling are part of a word family. The words *best* and *nest* are in the same word family because they both end in *-est*. Tell students that learning word families can help them read new words. If they look for familiar word chunks, such as *-est*, in new words, it will help them read those words.

Blend Words Say: *There are many different word families. Here's one.* Write the letters *ink* on the board. Model blending sound by sound. Then write *pink*. Model blending as you run your finger under the letters. Circle the letters *ink*. Then write *shrink*. Say: *I see something familiar in this word. I see the letters ink as in pink, a word I know well. This can help me read this new word. Since I know that the letters sh stand for /sh/, the letter r stands for /r/, and the word chunk ink stands for /ink/, I can put those word parts together to make the word shrink.* Repeat with *link, wink, stink, think, clink*. Continue by modeling how to blend words with *-ack, -ank, -ash, -est, -ick, -ill, -ell, -ing, -ock, -uck, -ump, and -unk*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH106**. Model blending the first word in each row, then have children chorally blend the remaining words.

Build Words Use **Word-Building Cards** to build words with each word family: *-ack, -ank, -ash, -est, -ick, -ill, -ell, -ing, -ink, -ock, -uck, -ump, and -unk*. Place the word family in a pocket chart. Have children add consonants, blends, and digraphs to the beginning to form words. Have children read each word. Record all real words formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Word Families

Read Words

ill	hill	fill	pill	spill	still
bank	sank	tank	yank	thank	drank
lump	bump	jump	dump	stump	clump
pest	test	rest	vest	west	chest
lock	rock	sock	dock	shock	clock
king	sing	ring	wing	swing	thing
tack	back	sack	pack	crack	stack
bunk	dunk	junk	sunk	chunk	skunk
ash	cash	dash	mash	smash	trash
duck	luck	tuck	buck	truck	stuck
pick	tick	sick	lick	brick	thick
ink	sink	rink	wink	drink	shrink

The king put on a pink vest.
Don't kick the rock!
Will you dump the trash?
Duck and Skunk had a snack.



Word Families

TEACH/MODEL

Introduce Write the words *nine* and *line* on the board. Point out that both words end in *-ine* and have the sounds /in/. Explain that words that sound alike and have a similar spelling are part of a word family. The words *nine* and *line* are in the same word family because they both end in *-ine*. Tell students that learning word families can help them read new words. If they look for familiar word chunks, such as *-ine*, in new words, it will help them read those words.

Blend Words Say: *There are many different word families. Here's one.* Write the letters *ake* on the board. Model blending sound by sound. Then write *cake*. Model blending as you run your finger under the letters. Circle the letters *ake*. Then write *fake*. Say: *I see something familiar in this word. I see the letters ake as in cake, a word I know well. This can help me read this new word. Since I know that the letter f stands for /f/ and the word chunk ake stands for /āk/, I can put those two word parts together to make the word fake.* Repeat with *lake, rake, take, snake, shake*. Continue by modeling how to blend words with *-ale, -ame, -ate, -ice, -ide, -ine, -oke, and -ore*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH107**.

Model blending the first word in each row, then have children chorally blend the remaining words.

Build Words Use **Word-Building Cards** to build words with each word family: *-ake, -ale, -ame, -ate, -ice, -ide, -ine, -oke, and -ore*. Place the word family in a pocket chart. Have children add consonants, blends, and digraphs to the beginning to form words. Have children read each word. Record all real words formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Word Families

Read Words

ice	nice	mice	rice	price	slice
name	game	same	came	flame	blame
more	wore	tore	core	store	chore
ate	gate	date	late	plate	skate
ride	hide	side	wide	glide	bride
joke	woke	poke	broke	choke	spoke
fine	line	mine	pine	shine	whine
tale	sale	pale	whale	scale	stale
make	wake	bake	shake	flake	brake

Jake put more rice on his plate.

This fine game is mine.

The lake is nice and wide.

Kate told a joke about a whale.



Word Families

TEACH/MODEL

Introduce Write the words *right* and *light* on the board. Point out that both words end in *-ight* and have the sounds /īt/. Explain that words that sound alike and have a similar spelling are part of a word family. The words *right* and *light* are in the same word family because they both end in *-ight*. Tell students that learning word families can help them read new words. If they look for familiar word chunks, such as *-ight*, in new words, it will help them read those words.

Blend Words Say: *There are many different word families. Here's one.* Write the letters *-ay* on the board. Model blending sound by sound. Then write *day*. Model blending as you run your finger under the letters. Circle the letters *ay*. Then write *stray*. Say: *I see something familiar in this word. I see the letters ay as in day, a word I know well. This can help me read this new word. Since I know that the letters st stand for /st/, the letter r stands for /r/, and the word chunk ay stands for /ā/, I can put those two word parts together to make the word stray.* Repeat with *may*, *pay*, *way*, *gray*, and *stay*. Continue by modeling how to blend words with *-ail*, *-ain*, *-eat*, and *-ight*.

PRACTICE/APPLY

Practice Reproducible Distribute copies of **Practice Reproducible PH108**. Model blending the first word in each row, then have children chorally blend the remaining words.

Build Words Use **Word-Building Cards** to build words with each word family: *-ail*, *-ain*, *-ay*, *-eat*, and *-ight*. Place the word family in a pocket chart. Have children add consonants, blends, and digraphs to the beginning to form words. Have children read each word. Record all real words formed.

Differentiated Practice

For differentiated practice reading connected text, use the decodable passages for each grade which are available on the **Treasures Teacher's Edition Online** and **TeacherWorks Plus CD-ROM**.

Word Families

Read Words

eat	seat	neat	heat	treat	wheat
rain	main	pain	train	plain	chain
night	might	sight	tight	bright	fright
say	lay	hay	ray	play	tray
tail	mail	pail	nail	snail	trail

May I stay in my seat?

I see a ray of bright light.

Clay left his pail out in the rain.

Gail might eat lunch on the train.



Review

PREPARING THE REVIEW

- Make one copy of the review for each child.
- Write the child's name and today's date at the top of the review.

ADMINISTERING THE REVIEW

- Administer the review to one child at a time.
- For the Real Words section, explain to the child that he or she is to read aloud each word. You will circle all the words read correctly.
- For the Nonsense Words section, explain to the child that these words are made-up words, not real words. The child will sound out each silly word. You will circle all the words read correctly.

SCORING THE REVIEW

- For each section of the review, total the number of words read correctly.
- Use the Percentage Table below to identify a percentage. Children should get at least 80 percent correct.
- Analyze each child's errors. Each line of the Real Words portion of the review represents a different phonics skill.
- Reteach those skills in which the child misses more than one word per line.

Percentage Table			
68–75 correct	90%–100%	32–38 correct	40%–49%
61–67 correct	80%–89%	24–31 correct	30%–39%
54–60 correct	70%–79%	16–23 correct	20%–29%
46–53 correct	60%–69%	8–15 correct	10%–19%
39–45 correct	50%–59%	0–7 correct	0%–9%

Name _____

Date _____

Practice
Reproducible
PH109

Decoding Review



Real Words

cabin	bottom	pencil	magnet	finish
label	pilot	lazy	silent	music
saddle	candle	middle	fable	wiggle
sixteen	valley	pillow	railroad	elbow
pancake	reptile	explode	suppose	airplane
sparkle	morning	turtle	motor	whisker
stun	sun	fun	pun	run
slip	snip	ship	flip	trip
sting	string	swing	bring	thing
brake	fake	flake	wake	shake
stay	stray	tray	gray	play

Nonsense Words

namble	ponteal	blimpet	bortame	fripple
stoggen	shandle	craspide	gadle	donder
farkey	grillow	carkle	miskeen	chuskus
snordish	lubble	skirvine	frabben	disteam

Sound-Spelling Cards Chart

Card Number			Sound	English Spellings
1	Aa	apple	/a/ (short a)	a
2	Bb	bat	/b/	b
3	Cc	camel	/k/	c k _ck
4	Dd	dolphin	/d/	d _ed
5	Ee	egg	/e/ (short e)	e ea
6	Ff	fire	/f/	f ph
7	Gg	guitar	/g/	g
8	Hh	hippo	/h/	h_
9	Ii	insect	/i/ (short i)	i
10	Jj	jump	/j/	j _dge _ge gi_
11	Kk	koala	/k/	k c _ck
12	Ll	lemon	/l/	l _le
13	Mm	map	/m/	m
14	Nn	nest	/n/	n kn_ gn_
15	Oo	octopus	/o/ (short o)	o
16	Pp	piano	/p/	p
17	Qq	queen	/k/ /kw/qu	qu_
18	Rr	rose	/r/	r wr_
19	Ss	sun	/s/	s ce_ ci_
20	Tt	turtle	/t/	t _ed
21	Uu	umbrella	/u/ (short u)	u
22	Vv	volcano	/v/	v
23	Ww	window	/w/	w_
24	Xx	box	/ks/	_x
25	Yy	yo-yo	/y/	y_
26	Zz	zipper	/z/	z _s

Card Number		Sound	English Spellings
27	thumb	/th/ (path) /TH/ (the)	th
28	shell	/sh/	sh
29	cheese	/ch/	ch _tch
30	whale	/hw/	wh_
31	sing	/ng/	_ng
32	train	/ā/ (long a)	a ai_ a_e _ay ea ei
33	five	/ī/ (long i)	i i_e igh y _ie
34	boat	/ō/ (long o)	o o_e oa_ _ow _oe
35	cube	/ū/ (long u) also written as /yoo/	u u_e _ew _ue
36	tree	/ē/ (long e)	e e_e ee ea _y _ey _ie
37	star	/ār/ r-controlled vowel	ar
38	shirt	/ûr/ r-controlled vowel	er ir ur
39	corn	/ôr/ r-controlled vowel	or oar ore
40	cow	/ou/ diphthong	ou ow
41	boy	/oi/ diphthong	oi oy
42	book	/û/ variant vowel also written as /ōō/	oo
43	spoon	/ü/ variant vowel also written as /ōō/	oo u_e u _ew _ui_ ou
44	straw	/ô/ variant vowel	au aw
45	chair	/âr/ variant vowels	air are ear ere

English Learners: Phonics Transfer Issues

Sound Transfer (Phonology)

The symbol • identifies areas in which these primary language speakers may have some difficulty pronouncing and perceiving spoken English. The sound may not exist in the primary language, may exist but be pronounced somewhat differently, or may be confused with another sound. Sound production and perception issues impact phonics instruction.

SOUND		SPANISH	VIETNAMESE	HMONG	CANTONESE	HAITIAN CREOLE	KOREAN	KHMER
Consonants	/b/ as in <u>b</u> at			•	•		•	
	/k/ as in <u>c</u> at and <u>k</u> ite			•				
	/d/ as in <u>d</u> og				•		•	
	/f/ as in <u>f</u> an						•	
	/g/ as in <u>g</u> oat			•	•		•	•
	/h/ as in <u>h</u> en					•		
	/j/ as in <u>j</u> acket	•	•	•	•		•	
	/l/ as in <u>l</u> emon						•	
	/m/ as in <u>m</u> oney							
	/n/ as in <u>n</u> ail							
	/p/ as in <u>p</u> ig			•				
	/r/ as in <u>r</u> abbit	•		•	•	•	•	
	/s/ as in <u>s</u> un			•				
	/t/ as in <u>t</u> een		•	•				
	/v/ as in <u>v</u> ideo	•			•		•	•
	/w/ as in <u>w</u> agon	•		•				•
	/y/ as in <u>y</u> o-yo							
	/z/ as in <u>z</u> ebra	•		•	•		•	•
	/kw/ as in <u>q</u> ueen			•				
	/ks/ as in <u>X</u> -ray			•	•			
Short Vowels	short a as in <u>a</u> t	•	•		•		•	
	short e as in <u>e</u> t	•		•	•	•	•	
	short i as in <u>i</u> t	•	•	•	•	•	•	
	short o as in <u>o</u> t	•		•			•	
	short u as in <u>u</u> p	•		•	•	•	•	

SOUND		SPANISH	VIETNAMESE	HMONG	CANTONESE	HAITIAN CREOLE	KOREAN	KHMER
Long Vowels	long <i>a</i> as in <u>date</u>			•	•			
	long <i>e</i> as in <u>be</u>				•		•	
	long <i>i</i> as in <u>ice</u>				•			
	long <i>o</i> as in <u>road</u>			•	•			
	long <i>u</i> as in <u>true</u>				•		•	
Vowel Patterns	<i>oo</i> as in <u>book</u>	•	•	•		•	•	•
	<i>aw</i> as in <u>saw</u>	•					•	
Diphthongs	<i>oy</i> as in <u>boy</u>			•				
	<i>ow</i> as in <u>how</u>	•						
<i>r</i> -Controlled Vowels	<i>ir</i> as in <u>bird</u>	•	•	•	•	•	•	•
	<i>ar</i> as in <u>hard</u>	•	•	•	•	•	•	•
	<i>or</i> as in <u>form</u>	•	•	•	•	•	•	•
	<i>air</i> as in <u>hair</u>	•	•	•	•	•	•	•
	<i>ear</i> as in <u>hear</u>	•	•	•	•	•	•	•
Consonant Digraphs	<i>sh</i> as in <u>shoe</u>	•	•		•			•
	<i>ch</i> as in <u>chain</u>		•	•				
	<i>th</i> as in <u>think</u>	•	•	•	•	•	•	•
	<i>ng</i> as in <u>sing</u>	•		•		•		
Consonant Blends	<i>bl, tr, dr</i> , etc. (start of words) as in <u>black</u> , <u>tree</u> , <u>dress</u>		•	•	•		•	
	<i>ld, nt, rt</i> , etc. (end of words) as in <u>cold</u> , <u>tent</u> , <u>start</u>		•	•	•	•	•	•

English Learners: Phonics Transfer Issues

Sound-Symbol Transfer (Phonics)

The following chart identifies sound-symbol transfer issues for four languages that use the roman alphabet. (The remaining three do not.) The symbol • identifies symbols which do not represent the corresponding sound in the writing system of the primary language.

SOUND-SYMBOLS		SPANISH	VIETNAMESE	HMONG	HAITIAN CREOLE
Consonants	<i>b</i> as in <u>b</u> at			•	
	<i>c</i> as in <u>c</u> at as in <u>c</u> ent		• •	• •	•
	<i>d</i> as in <u>d</u> og				
	<i>f</i> as in <u>f</u> ish				
	<i>g</i> as in <u>g</u> oat as in <u>g</u> iant	•		• •	
	<i>h</i> as in <u>h</u> en	•			
	<i>j</i> as in <u>j</u> acket	•	•	•	
	<i>k</i> as in <u>k</u> ite			•	
	<i>l</i> as in <u>l</u> emon				
	<i>m</i> as in <u>m</u> oon				
	<i>n</i> as in <u>n</u> ice				
	<i>p</i> as in <u>p</u> ig				
	<i>qu</i> as in <u>qu</u> een	•		•	•
	<i>r</i> as in <u>r</u> abbit	•		•	
	<i>s</i> as in <u>s</u> un			•	
	<i>t</i> as in <u>t</u> een			•	
	<i>v</i> as in <u>v</u> ideo	•			
	<i>w</i> as in <u>w</u> agon		•	•	
	<i>x</i> as in <u>x</u> -ray		•	•	•
	<i>y</i> as in <u>y</u> o-yo				
	<i>z</i> as in <u>z</u> ebra	•	•	•	
Consonant Digraphs	<i>sh</i> as in <u>sh</u> oe	•			
	<i>ch</i> as in <u>ch</u> air				•
	<i>th</i> as in <u>th</u> ink as in <u>th</u> at	•			•

	SOUND-SYMBOLS	SPANISH	VIETNAMESE	HMONG	HAITIAN CREOLE
Vowels and Vowel Patterns	<i>a</i> as in <u>bat</u>	•		•	
	<i>aCe</i> as in <u>date</u>	•	•		
	<i>ai</i> as in <u>rain</u>	•	•	•	•
	<i>ay</i> as in <u>day</u>	•		•	•
	<i>au</i> as in <u>author</u>	•	•	•	•
	<i>aw</i> as in <u>saw</u>	•	•	•	•
	<i>e</i> as in <u>bet</u>	•		•	•
	<i>ee</i> as in <u>seed</u>	•	•	•	•
	<i>ea</i> as in <u>tea</u>	•	•	•	•
	<i>ew</i> as in <u>few</u>	•	•	•	•
	<i>i</i> as in <u>sit</u>	•		•	•
	<i>iCe</i> as in <u>pipe</u>	•	•	•	•
	<i>o</i> as in <u>hot</u>	•		•	•
	<i>o</i> as in <u>rode</u>	•	•	•	•
	<i>oo</i> as in <u>moon</u>	•	•	•	•
	<i>oo</i> as in <u>book</u>	•		•	•
	<i>oa</i> as in <u>boat</u>	•	•	•	•
	<i>ow</i> as in <u>row</u>	•	•	•	•
	<i>ow</i> as in <u>how</u>	•	•	•	•
	<i>ou</i> as in <u>sound</u>	•	•	•	•
	<i>oi</i> as in <u>boil</u>			•	•
	<i>oy</i> as in <u>boy</u>		•	•	•
	<i>u</i> as in <u>cup</u>	•	•	•	•
	<i>uCe</i> as in <u>June</u>	•	•		
	<i>ui</i> as in <u>suit</u>	•	•	•	•
	<i>ue</i> as in <u>blue</u>	•	•	•	•
	<i>y</i> as in <u>try</u>	•	•	•	•
	<i>ar</i> as in <u>star</u>			•	•
	<i>er</i> as in <u>fern</u>	•		•	•
	<i>ir</i> as in <u>bird</u>	•		•	•
	<i>or</i> as in <u>torn</u>	•		•	
	<i>ur</i> as in <u>burn</u>	•		•	

Reading Big Words

1. Look for the word parts (prefixes) at the beginning of the word.
2. Look for the word parts (suffixes) at the end of the word.
3. In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
4. Sound out and blend together the word parts.
5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: *"Is it a real word?"*
"Does it make sense in the sentence?"

Six Basic Syllable Spelling Patterns Chart

(Moats, 1995)

1. closed: These syllables end in a consonant. The vowel sound is generally short (examples: *rabbit*, *napkin*).

2. open: These syllables end in a vowel. The vowel sound is generally long (examples: *tiger*, *pilot*).

3. vowel-silent e (VCe): These syllables generally represent long-vowel sounds (examples: *compete*, *decide*).

4. vowel team: Many vowel sounds are spelled with vowel digraphs such as *ai*, *ay*, *ea*, *ee*, *oa*, *ow*, *oo*, *oi*, *oy*, *ou*, *ie*, and *ei*. The vowel digraphs appear in the same syllable (examples: *boat*, *explain*).

5. r-controlled: When a vowel is followed by *r*, the letter *r* affects the sound of the vowel. The vowel and the *r* appear in the same syllable (examples: *bird*, *turtle*).

6. consonant + le: Usually when *le* appears at the end of a word and is preceded by a consonant, the consonant + *le* form the final syllable (examples: *table*, *little*).